DOCUMENT RESUME

ED 362 415 SE 053 872

TITLE	Wee Recyclers. An Activity Guide for Ages 3-5.
INSTITUTION	Wisconsin State Dept. of Natural Resources, Madison.
REPORT NO	PUBL-IE-143-92
PUB DATE	92
NOTE	204p.; For related document for older students, see SE 053 903.
AVAILABLE FROM	Wee Recyclers, Document Sales, 202 S. Thornton Ave., P.O. Box 7840, Madison, WI 53707 ($12.70).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Art Activities; Ecology; *Environmental Education; *Handicrafts; *Learning Activities; *Preschool Curriculum; Preschool Education; *Recycling; *Skill Development; Solid Wastes; Story Telling; Worksheets
IDENTIFIERS	Ditto Masters; Environmental Issues; Hands On Experience; Posters

ABSTRACT

Recycling and reusing are skills that can be developed in early child care programs. This activity guide is intended to help teach children (ages 3-5) about recycling using simple, hands-on activities. Teacher-directed activities involve setting up a recycling center, sorting recyclable items, landfills, litter, a recycling alphabet, and ways that nature recycles. Each activity contains teacher background information, directions, and suggestions for additional related activities. Additional resources include stories and plays, songs, games, take-home recycling ideas, a glossary of 31 terms, and a list of 40 resources. A packet of supplementary materials complements the guide and contains posters; a set of recycling labels; 34 related crafts with instructions; masters of activity sheets that can be reproduced and taken home by the children; props; and patterns. (MDH)

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Wee Recyclers

Wee Recyclers

An Activity Guide for Ages 3-5

Table of Contents

Introduction 1
Wee Words (Glossary) 5
Wee Recycling Center 6
Sorting It All Out 8
  The Overflow Problem 8
  What's In Our Trash 9
  Recycle Match 9
  Count On Plastic 10
  Recycle Review 11
  I Can Recycle 12
Wee Help At Home 12
  Sorting Together At Home 13
  Wee-kly Recycling Ideas 13
Practice Makes Perfect 14
  Wee Reggie and His Recyclable Friends 14
  Wee Reader 17
Recycle Alphabet 18
  "R" is for Recycling 18
  "A" to "Z" Trash Train 19
Where Does The Trash Go? 20
  Make a Sandbox Landfill 20
  The Stories of Travis Trash and Wee Ron 21
Let's Put An End To Litter 22
  Observe Litter 22
  Trash Can Hunt 22
  Wee Hunt for Litter 23
  Litter Collage 23
  Wee Recyclers Clean Up 23
  The Story of Litter Red Riding Hood 24
Dirty Ditches Puppet Play 25
Nature Recycles Too 28
  In Search of Nature's Recyclers 28
  Nature's Recyclers Storyboard 30
Sing and Play 33
  Sing for Recycling 33
  Wee Recyclers Band 34
Wee Games and Toys 36
  Recycle Memory Game 36
  Recycle Sort Game 36
  Action Games and Toys 37
Resources 39

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Introduction

"Wee Recyclers is our name; recycling, reusing is our game!"

Recycling is a simple game of saving, matching and sorting. The recycling game is fun to play because the rules are easy to understand and follow. Everyone can play, and in the end, everyone is a winner. Unfortunately, we have forgotten how to play the recycling game. Living in a fast-paced, high-tech world of disposables, we have become a "throw-away" society; a society that has taken to the attitude of: "It's O.K., throw it away." Our wee ones can give us a chance to re-learn the recycling game and help to solve our growing solid waste problem.

Early child care programs are ideal for teaching children the skills for, and importance of, recycling and reusing. *The Skills needed for recycling activities coincide with many developmental skills you already teach.* In Wee Recyclers activities, children sort, match and compare recyclable items and learn to separate some items by number and color. The activities introduce the alphabet as well as recycling words and symbols. Children learn environmentally sound ideas and behaviors as appropriate social behaviors. There are many creative ideas for reusing materials in craft projects, games, dramatic play and pretend play.

All young children who care about the earth and the things living on it can become Wee Recyclers. Wee Recyclers develop an understanding that by reducing, reusing and recycling, they are helping to preserve our natural resources and to prolong the life of landfills. Wee Recyclers also learn that nature has set an example we need to follow for recycling.

The **Wee Recyclers Activity Guide** is intended to help you teach your children to become Wee Recyclers. The activities in this guide are simple, entertaining and hands-on. They contain teacher background information, easy to follow directions and suggestions for additional related activities. They require minimal preparation time. In addition to teacher-directed activities, this guide includes: stories and plays, songs, games, take-home recycling ideas, a complete glossary and a list of resources.

Wee Recyclers Resources, a packet of supplementary materials, complements the **Wee Recyclers Activity Guide**. It includes posters, a set of recycling labels, reproducible handouts, **Wee Crafts**, props and patterns.

Wee Recyclers materials are designed for use with 3-5 year olds in early child care settings. However, you can modify most activities for use with other age groups. Please tailor the activities to meet your childrens' needs. Reproduction of any part of this guide for distribution to children and their families is encouraged.

On your mark, get set, go! Recycle now, here's how!

Note: Words that appear in *italics* are defined in the glossary.

Sizing Up Solid Waste

People in Wisconsin throw out everything from toothpaste tubes to old TV sets, grass clippings to plastic milk jugs, jelly jars to paper. If you added up all the waste from your house, from the store where you shopped and from the restaurant where you ate, it would amount to 3.1 pounds per person of municipal *solid waste* thrown into the *trash* every day. If you included all of the waste from the factories that made your clothes or paper, the utility that generated your electricity and the cannery that processed your food, it would amount to 9 pounds a day per person! Multiply that by 365 days per year, then by 4.9 million Wisconsin citizens, and your results would show that Wisconsin throws away almost 8 million tons of stuff each year!

But where is "away?" Is there such a place?

Eight million tons of waste is enough to pile a typical city street 7.5-feet deep, curb to curb, for 500 miles — more than the distance from Superior to Chicago! Or if compressed, the way it is in *landfills*, that much waste would bury a 200-acre farm under 37 feet of trash each year. So...

Where Does It All End Up?

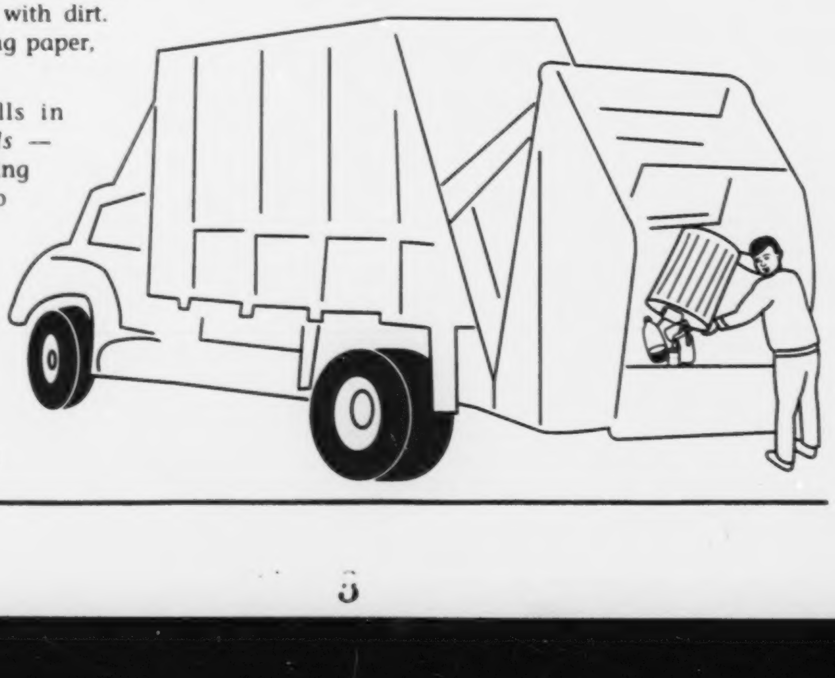
Most of Wisconsin's solid waste ends up in the state's 100 or so licensed landfills (down from 1,000 landfills in 1988). A landfill is a place where waste is dumped, compacted and covered with dirt. Covering the trash controls blowing paper, odors, insects and rodents.

Most of the licensed landfills in Wisconsin are *sanitary landfills* — designed, built and operated according to state-of-the-art standards to prevent *pollution* problems. These engineered or "approved" landfills are constructed only after the Wisconsin Department of Natural Resources (DNR) approves the site and the operating plan. The DNR checks the site for soil type, potential for contaminating *groundwater* and surface water, proximity to buildings and future land use. It reviews plans for landfill construction, operation, *leachate* and gas control, closure and long-term care. Approved landfills must be maintained by the owner for 20-30 years after the site is closed. When the owners' responsibility ends, the state takes over the maintenance duties. The owners, however, remain liable for any damage that their landfill does to other people or property.

A few licensed landfills are unengineered or "nonapproved." They were built before we realized the importance of strict environmental standards. Most of these facilities are scheduled to be closed by 1999. A closed landfill, however, can continue to affect the environment many years after it's sealed up and forgotten. Owners of nonapproved landfills must take care of them as long as they own the land and are liable for any resulting damage.

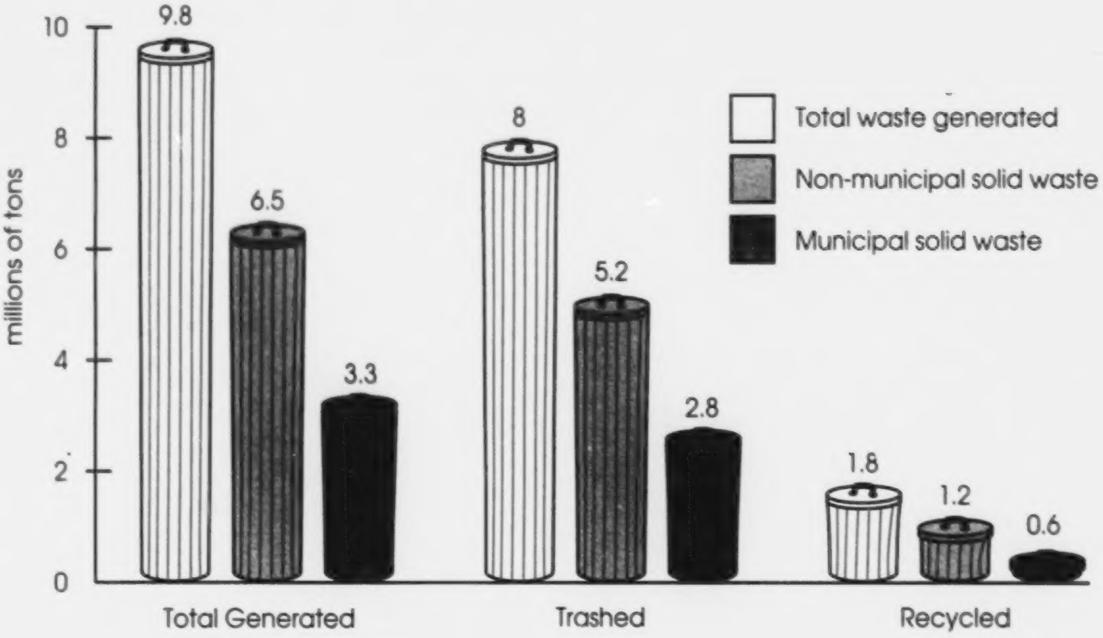
In addition to licensed, operating landfills, Wisconsin has more than 3,600 closed landfills. The same long-term liability and care described above for approved and nonapproved landfills apply to these closed landfills.

Unfortunately, waste sometimes is dumped along roadsides, on the "back forty" or in other nonapproved locations. Except for household wastes discarded on the homeowner's property, it is illegal to discard or incinerate *garbage*, trash, industrial waste, farm chemicals and other waste in places that aren't approved by the state. Discarding waste in unsafe ways and in nonapproved places can endanger the environment upon which we depend. Thus, each of us becomes responsible for what we throw away and the impact that this waste may have on our environment.



Wisconsin's Annual Trash Tally

Category	Material Generated	Trash	Recycled
Municipal Solid Waste *			
Paper	1,380,000	1,000,000	380,000
Yard waste	491,000	436,000	55,000
Food waste	250,000	236,000	14,000
Glass containers	200,000	161,000	39,000
Plastic containers	47,900	45,500	2,400
Plastic packaging	72,000	70,400	1,600
Aluminum cans	35,000	16,000	19,000
Steel cans	50,000	38,000	12,000
Tires	47,000	35,000	12,000
Disposable diapers	49,000	49,000	-
Other waste	746,000	695,000	51,000
Total	3,367,900	2,781,900	586,000
Non-Municipal Solid Waste *			
Total	6,467,000	5,244,000**	1,223,000
Total Generated *	**9,834,900**	**8,025,900**	**1,809,000**



* 1990 estimate in tons per year; source Franklin Associates, LTd.

** Includes 1,000,000 tons of landspread wastewater treatment sludge

What Else Can We Do With The Trash?

Wisconsin already *reuses, recycles, composts* or *recovers energy* from 20% (by weight) of its waste each year. This reduces the need for landfill space, saves the cost of disposal and reuses valuable *natural resources*. Wisconsin Act 335 — The Recycling Law, reaffirms the state's commitment to reduce the volume of discarded items by providing the following list (in order of priority) of options for managing solid waste. The options are in order from most to least desirable.

1. Reduce the quantity of waste produced. For example, packaging can be designed to use less material, to be recyclable and to contain fewer hazardous chemicals. We can encourage redesign of packaging by selective shopping and by expressing our views about packaging to retailers, industry and government.

2. Reuse items. Soda bottles, old furniture, clothes, tires, appliances and automobiles or their parts, industrial shipping containers (barrels, pallets, cardboard boxes) and many more items can be reused.

3. Recycle. Recycled newspaper can be made into newsprint, paper bags, cellulose insulation, egg cartons, animal bedding or cardboard. Glass and aluminum from beverage containers can be made into new containers. Cooking oils and meat fats can be made into chemicals and cosmetics, coal ash into shingles and concrete, and plastic bottles into artificial lumber and winter jackets.

4. Compost organic wastes. Gardeners know both the ease and the value of composting food and yard wastes to create rich *humus* that improves soil fertility and texture. Some businesses also can compost their organic wastes. For example, cheese whey, organic sludge from paper mills and sewage treatment plants, and remains from cleaning fish can be composted.

5. Incineration of waste with energy recovery. Each ton of solid waste has the energy equivalent of 70 gallons of gasoline — enough energy to drive a small car from coast to coast.

6. Landfill nonrecoverable items. We may always need landfills, but Wisconsin is working to reduce this need. Using the techniques described above, Wisconsin aims to cut the need for landfills.

7. Incineration of waste without energy recovery.

None of these options is the sole solution to our waste disposal problem. Each option has side effects that must be considered when we're selecting the best solution to each solid waste problem.

The Diaper Dilemma

Most of your "Wee Recyclers" may be too old for diapers, but there may be some children in your child care facility that use them. If so, you have a decision to make about what type of diaper to use. Consumer cost, convenience, comfort, sanitation, environmental impact, parental preference, availability of diaper services, laundry facilities, water and energy use, and trash disposal costs are just some of the variables to consider.

Wisconsin Act 335 — The Recycling Law, asks you to consider the state's commitment to reduce the volume of discarded solid waste by following the waste management hierarchy listed above.

Disposable (single-use) diapers contribute to our solid waste problem. They account for 1.5% of our municipal solid waste and between 3.5 and 4.5% of all household solid waste. Wisconsin's Recycling Law provides an exemption from sales and use taxes for cloth diapers and diaper services as an incentive to encourage people to consider alternatives to disposable diapers.

Wee Words (Glossary)

biodegradable: Materials that will decay over a short period of time. They can be broken down by micro-organisms into simple, stable compounds such as carbon dioxide and water.

composting: Creating an optimal environment for decomposition by layering organic wastes like food scraps and grass clippings so they will decay into fertile humus.

conserve: To protect from loss or depletion. Conservation is the wise use of natural resources to minimize loss and waste.

decompose: To break down into basic elements; to rot. Decomposition is imperative for the continuation of life since it makes essential nutrients available for use by plants and animals.

decomposer: A plant or animal that feeds on dead material and causes it to break down or decompose. Examples include fungi, lichens, earthworms, insects and bacteria.

dump: An open and unmanaged disposal site used prior to sanitary landfills.

energy recovery: The generation of energy by burning solid waste.

garbage: Spoiled or waste food that is thrown away. Generally defined as wet food waste; excludes dry material (trash). The term is often used interchangeably with the word "trash."

groundwater: Water beneath the earth's surface that fills the spaces and moves between soil particles and rock. Supplies wells and springs. Two out of every three Wisconsin citizens have groundwater as their source of drinking water.

hazardous waste: Waste that causes special problems for living organisms or the environment because it is poisonous, explosive, burns or dissolves flesh or metal, ignites easily with or without a flame or carries disease. Some hazardous wastes cause only one problem, others cause several.

humus: Organic material consisting of decayed vegetable matter and yard wastes that provide nutrients for plants and increases the ability of the soil to retain water.

landfill: A site for the controlled burial of garbage and trash.

leachate: Liquid that has percolated through solid waste and/or been generated by solid waste decomposition and contains extracted, dissolved or suspended materials. May contaminate groundwater or surface water.

leaf litter: Slightly decaying leaves lying on the forest floor.

litter: Waste material discarded in an inappropriate place. Littering is illegal in Wisconsin.

natural resources: Valuable, naturally occurring materials such as soil, trees, wildlife, air, water or minerals.

nature's recyclers: See "decomposers."

non-renewable resource: A natural resource that, because of its scarcity, the great length of time it takes to form or its rapid depletion, is considered finite in amount (e.g., coal, copper, petroleum).

nutrients: A substance with nutritive value that is necessary for growth of living things.

packaging: The paper, boxes, plastics, glass or other material that products are wrapped in.

pollution: Harmful substances deposited in the environment, leading to a state of dirtiness, impurity or unhealthiness.

recover energy: See "energy recovery."

recyclables: Items made of materials which can be reused either in the same form or as part of a different product.

recycle: The collection and reprocessing of manufactured materials for reuse either in the same form or as part of a different product.

reduce: To lessen in extent, amount, number or other quantity.

renewable resource: A natural resource derived from an endless or cyclical source. With proper management and wise use, replacement of these resources by natural or human assisted systems can be approximately equal to their consumption (trees, water, wildlife).

reuse: To extend the life of an item by using it again, repairing it, modifying it or creating new uses for it.

sanitary landfill: A specially engineered site for disposing of solid waste on land. Constructed in a way that reduces hazards to health and safety.

solid waste: All solid and semi-solid wastes,including trash, garbage, yard waste, ashes, industrial waste, swill, demolition and construction waste and household discards such as appliances, furniture and equipment.

source reduction: Creating less of a category of waste.

trash: Materials considered worthless, unnecessary, or offensive that are usually thrown away. Generally defined as dry waste material; excludes food waste (garbage) and ashes. The term is often used interchangeably with the word "garbage". Anything thrown away because we don't need or want it anymore.

Wee Recycling Center

Goals:

To establish an area where children can become familiar with recyclable and reusable items.

To practice recycling and reusing procedures.

Background:

You can teach your children to be Wee Recyclers by encouraging them to practice reducing, reusing and recycling every day. Setting up a recycling center in your facility will give your children the practice they need. Use the center as a focal point for your recycling efforts. Use it also as a place to collect *recyclables* and to store items that can be reused for crafts and dramatic play. The Wee Recycling Center will be an excellent hands-on learning station for your Wee Recyclers.

Materials:

collection containers for recyclables (boxes, bags or bins)
recycling labels for containers*
recycling labels (take-home)*
"Recycle — It's Easy" poster*
Recycle — It's Easy (take-home)*
Wee Recycling Center sign*
storage containers/shelves for reusable items
recyclable and reusable items (See Parent Letter following this section.)
Wee Magnet*
*Found in **Wee Recyclers Resources**.

Setting Up Your Wee Recycling Center:

1. Check with your local government or recycling center to find out which items are recyclable in your community and how they should be sorted and prepared. Use this information to determine the number and type of recycling containers needed for your Wee Recycling Center. Take the "Recycle — It's Easy" poster and mark the "yes" or "no" box for recyclability in your community.

2. Select an area for your Wee Recycling Center that will accommodate the recycling containers in addition to shelves or other containers for storing reusable items. This area should be easily accessible to children. It should have enough wall space to hang the Wee Recycling Center sign and the "Recycle — It's Easy" poster. You may want to include a shelf or table to keep recycling related books, games, and puzzles for children to work on during their free time.

3. Gather the containers and/or shelves needed. Attach the recycling labels to the collection containers. Hang up the Wee Recycling Center sign and the "Recycle — It's Easy" poster.

4. Collect a variety of materials that can be recycled in your community for your children to practice sorting: paper, glass, plastics with different number symbols, aluminum and tin cans, etc. Choose glass jars and bottles that are small and have thick walls (medicine and extract bottles); these should not break easily. Make sure that all items have been thoroughly cleaned.

5. Take the Wee Magnet and attach it to the tin can collection container with a piece of string. Use this to test for steel products.

How To Use The Wee Recycling Center:

1. Use the Wee Recycling Center for children to practice their sorting skills. Have a few examples of each recyclable item available for children to remove from containers and put back into the appropriate container. If space is limited, the sorting containers can be as small as five-gallon ice cream buckets or shoe boxes.

2. Use the "Recycle — It's Easy" poster to teach children how to prepare items to be recycled. Have them pretend to rinse items, remove labels and flatten if appropriate. In addition to being a good teaching tool for you, the poster remains a guide and reminder for children.

3. Discuss expected behavior of children who play in the Wee Recycling Center. Explain to children that glass and metal can be dangerous if not handled properly. Check aluminum and tin cans for sharp edges. If the ends of tin cans have been removed, use a hammer or file to flatten or smooth rough metal edges around the rim of the can. Don't allow the removed ends of tin cans to be in the collection boxes; they are too sharp. Keep them in a separate container out of the reach of children.

4. Use this opportunity to teach children about magnets. Explain that a magnet attracts some kinds of metal but not all kinds. Aluminum and steel are two different kinds of metals used to make cans. A magnet will attract steel, but not aluminum. When children are sorting cans, they can use the Wee Magnet to test whether the can is steel or aluminum. Steel cans are often called "tin" cans because they are covered with a thin coating of shiny tin.

5. Use the center to collect items that can be reused in crafts. Store the reusable items in separate containers. Attach a sample of the item to the outside of the container for easy identification. Ask parents and local businesses to help by donating items for projects or activities. As children bring in items, they can sort the items into the appropriate containers. Use the Parent Letter included at the end of this section to inform parents of the new Wee Recycling Center and to encourage their participation and donation of items.

6. When making crafts from reusable and recyclable items, remind children that they are using something that may otherwise have ended up in the trash. Tell them they are doing a good thing by reusing, and therefore, reducing the amount of trash that would end up in the landfill.

7. Make copies of the recycling labels and Recycle — It's Easy directions for each child to take home and share with family members. (For further instruction, see the section, "Sorting Together At Home".)

Going Beyond:

- ➤ If flattening plastic bottles is appropriate in your community, let children help to crush the bottles using their hands and feet.
- ➤ Purchase a simple, inexpensive can-crusher. Properly secure the device to a table or wall. Instruct your children how to use it safely.
- ➤ Encourage dramatic play. Suggest that your children pretend to be recycling truck drivers picking up items at homes and businesses and taking them to the recycling center. At the recycling center, separate the different items into their correct containers. Or, pretend to be a trash collector picking up trash on the way to a landfill. Use boxes for trucks.
- ➤ Visit a real recycling center. Afterwards, discuss with children the work and procedures that go on in the center. You may want to include more dramatic play props in your Wee Recycling Center. Add the following to your center: work gloves or plastic gloves for handling recyclables, hard hats, safety glasses, a weighing scale, cash register and play money.

Dear Parent,

Since recycling has become an important way to reduce the volume of trash that goes into landfills, we have set up our very own Wee Recycling Center in our facility. In this center, your child practices how to prepare items for recycling and how to reuse things. We need you to help us collect certain items for upcoming projects and activities. Please have your child help you collect and clean the items listed below and donate them to the Wee Recycling Center.

Thank you,

The items we are seeking include:

- a variety of different sized boxes (cereal, shoe, food boxes, gift, etc.)
- rolls from toilet paper, paper toweling, food wraps, gift wrapping
- egg cartons (paper and polystyrene)
- milk cartons (different sizes of paper and plastic)
- old magazines, greeting cards, wrapping paper, junk mail
- polystyrene meat packing trays
- margarine tubs
- yogurt containers (especially with clear lids)
- coffee cans
- plastic food containers with covers
- cardboard pizza backings
- fabric, yarn and ribbon scraps
- buttons, beads, dried beans
- film containers
- baby food jars
- spools
- old pipe cleaners and straws
- old paper plates
- others

Sorting It All Out

Goals:

To make children aware of the problem of overflowing landfills.

To introduce the practices of reusing and recycling as a means to help reduce the amount of trash we generate.

To help children learn to sort various "trash" items by matching them to recycling labels.

Background:

The *solid waste* issue is a problem facing all of us today, one that we must solve for the sake of future generations. We simply need to cut down on the amount of trash that is entering the solid waste stream. *Recycling* and *reusing* are two ways we can do this. Recycling is easy. Even young children can learn to separate recyclables from trash and place them in the proper containers. Reusing is a way to help children develop creative skills. Recycling and reusing will help reduce the waste we produce and help our natural resources last longer. We all can help!

When teaching ideas such as recycling and reusing to young children, it's best to start with a concrete experience. These activities are ways to introduce some of the ideas and vocabulary words that will be used throughout the **Wee Recyclers Activity Guide**. Refer to the "Glossary" and "Introduction" for more teaching background.

The Overflow Problem**

Materials:

full trash can from the classroom
newspapers to cover the floor
landfill picture*
*Found in the **Wee Recyclers Resources**.

Procedure:

1. A day or two before starting the recycling unit, stop emptying the trash can in your room. Allow the can to begin to overflow and become messy. Your children should notice the mess and come to you because it's a problem.

2. Sit down with your children to discuss the problem of "what to do with our trash". Ask your children what they think should be done with the overflowing trash can. Listen to all of their ideas and consider each suggestion. Help them to understand the larger problem.

- If a child suggests getting another trash can or a larger can, talk about what will happen if the second can is full. How many cans of trash can the classroom hold? Will the trash begin to smell bad or attract insects?
- If a child suggests taking it outside for the garbage collectors to pick up (some children may know that local garbage is picked up by a garbage truck), talk about where the garbage truck takes the garbage. Ask if anyone has been to a landfill and ask them to describe it. Have the children imagine a large hole in which everyones' garbage is dumped. Show them the landfill picture.
- Consider what would happen if the landfill became full and had to be closed. Explain that landfills are getting too full just like our trash can.

3. Take this opportunity to talk about the world's problem of too much garbage.

**Adapted from: Hands-On Recycling (see "Resources")

What's In Our Trash?

Materials:

full trash can from the classroom
newspapers to cover the floor
a large container for reusable items
"Reuse" label*
*Found in the **Wee Recyclers Resources**.

Procedure:

1. Gather the children around the trash can. Praise your children for doing a good job of cleaning up and throwing things away.

2. Ask: What is "trash"? Trash is anything that is thrown away because we don't need or want it anymore. Ask: Who makes the trash here? Point out that all of us are responsible for making trash.

3. Cover an area of the floor with newspaper and empty the trash can onto the paper. Ask: Do any of you see something you threw away?

4. Have each child pick up and identify one item of trash. Ask: Do you think what you are holding could possibly be used again for something? Encourage your children to think practically and creatively. Consider all responses. If the children decide something can be reused, let them put the item in the box labeled "Reuse." If they decide it can not be reused, let them put it back into the trash can.

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5. Sort through the rest of the trash on the floor and decide together what items can be put in the "Reuse" box and what things should be put into the trash can.

6. Take this opportunity to explain to the children that they can make less trash by reusing things. To *reuse* means to use something again that may have been thrown out. They can practice reusing by coloring or writing on both sides of a paper instead of just one side, or by using a paper bag more than once before throwing it away. Scraps of string, yarn, paper or material can still be used in an art project.

7. Do an art project using materials from the "Reuse" box.

Recycle Match

Materials:

containers (boxes or bags) for collecting and sorting trash
recycling labels*
"Recycle — It's Easy" poster*
Recycle Symbol page*
examples of each recyclable item: milk jug, two-liter bottle, newspaper, clear glass, green glass, brown glass, aluminum can, tin can
*Found in the **Wee Recyclers Resources**.

Preparation:

- Determine which items are recyclable in your community and how to prepare them. Indicate which items are recyclable on the "Recycle — It's Easy" poster and use it as a reference and teaching guide.
- Place the various recycling labels on the collection containers. You may consider these your permanent collection containers that will be used in the Wee Recycling Center.
- Assemble the recyclable items and have them visible as you talk about recycling.

Procedure:

1. Ask your children if anyone knows what the word "recycle" means. Does it sound like any other words they know? To recycle means to collect and remake an item into

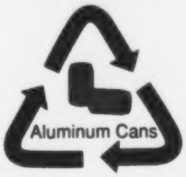
the same thing or into something else. For example, old newspapers can be used to make new newspapers; old glass jars can be used to make new glass jars; metal cans can be made into new metal cans; and some plastic bottles can be made into new plastic things.

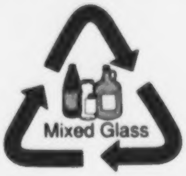
2. Show your children the Recycling Symbol page. Ask: Does anyone know what this picture means? Talk about the shape and the arrows. Explain to your children that when they see this symbol, it means that something can be recycled or that it has been made from recycled material. In order for something to be recycled, we must save it and take it to a place called a "recycling center" where it is saved until it can be made into something new.

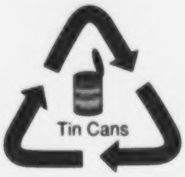
3. Show the children the recyclable items. Let them hold and feel the items. Talk about what each item is made of and what it was possibly used for.

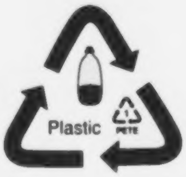
4. Show the children the boxes with the recycling labels. Explain to the children that we will sort the recyclable things into these different boxes until they can be recycled. Let each child match a recyclable item to the recycling label and then place the item in the box. Practice until everyone has taken a couple of turns.

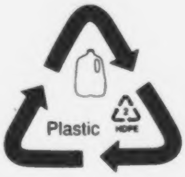
5. Hang the "Recycle — It's Easy" poster near the boxes. Explain to the children that this poster is a reminder of which things can be recycled. Give an example of how the pictures on the poster match the pictures on the boxes.

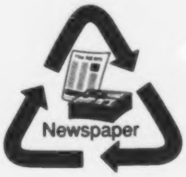












Count On Plastic

Materials:

plastic containers with code numbers on the bottom
The Plastic Code*
*Found in the **Wee Recyclers Resources**.

Procedure:

1. Collect a variety of plastic containers with code numbers on the bottom. Select numbers that you want to review or teach children. For example, if you want to focus on the numbers one and two, then only select containers with these numbers.

2. Explain to the children that we are going to use plastic containers to help us review/learn some numbers.

3. Show your children The Plastic Code. Help them identify the numbers on the front side as you point to them. Ask them if they recognize the shape around the numbers. Explain to the children that they can find these numbers on the bottom of some plastic containers too.

4. Give each child a plastic container and tell them to look on the bottom. Ask: Do you see a recycling symbol? Do you see a number? Do you know which number it is? Help children to figure out the number on the bottom of the container.

5. Ask the children to trade containers with another child. Point to one of the numbers on the code page and ask, "how many of you have this number on the bottom of your container? Who can tell me what number it is?" Continue in this way until all the numbers have been covered. Help your children and continue to give them encouragement. Trade bottles as many times as you feel appropriate.

6. When children seem to recognize the different numbers, explain that the numbers are used to identify different kinds of plastics. Explain that some, but not all, plastics can be recycled now. Most plastic containers with a one or two can be recycled now, and hopefully, someday all will be recyclable.

7. Continue using the containers to develop number and counting skills. For example, have the children determine the number on their container and then group themselves according to their number. Or ask the children to line-up in numerical order according to the number on their container. Be creative and come up with your own games.

Recycle Review

Materials:

containers (boxes or bags) for collecting and sorting trash
recycling labels*
"Recycle — It's Easy" poster*
a trash can
Wee Magnet*
newspapers to cover the floor
an assortment of clean and safe trash items from the following categories:

Recyclable	**Reusable**	**Trash**
milk jug	paper bag	orange/banana peel
newspaper	yarn scraps	dirty paper plate
clear glass	old crayons	candy wrappers
green glass	plate (ceramic)	empty toothpaste
brown glass	margarine tub	empty chip bag
aluminum can	spoon	paper packaging
tin can	cardboard box	facial tissue
two-liter bottle		

(Choose items children may recognize and can identify. Additional or different items may also be used. You may want to include multiples of the recyclables.)

*Found in the **Wee Recyclers Resources**.

Preparation:

- Determine which items are recyclable in your community and how to prepare them. Indicate which items are recyclable on the "Recycle — It's Easy" poster and use it as a reference and teaching guide.
- Place the "Reuse", "Trash" and various recycling labels on the collection containers. You may want to consider these as your permanent collection containers to be used in your Wee Recycling Center.
- Collect examples of the items listed above, making sure they are clean and dry. Put the items in the trash can. Assemble the containers in a semi-circle around newspapers on the floor.

Procedure:

1. Assemble your children in front of the collection containers. Bring in your very full can of trash and say to the children, "Boy, do I have a big problem! I had all of this trash sitting at home and now I don't know what to do with it. Do you think you can help me figure out if some of it can be reused or recycled? I just don't know what to do."

2. Dump the can of trash onto the newspaper covered floor. From this point on, simply ask questions and let the children tell you how to recycle. Ask: What are these boxes for? What do these recycling labels mean? Should all of these things be in the trash? Can some of these things be reused or recycled? Let children take turns sharing explanations.

3. Select a few items. Play "dumb" and let the children help you decide the appropriate container to put it in. Ask some of the following questions:

What is this or what was this used for?
What material is it made of?
What color is it? (if colored glass is to be sorted)
Does a magnet stick to it?
Can you match the item with any of the pictures on the labels or on the poster?
Could this be used again? (for the same thing or for something else?)

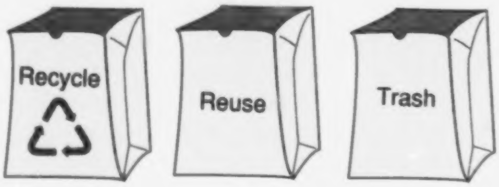
When the appropriate container is determined, place the item inside. If an item can't be reused or recycled, then place it back into the trash can.

4. As children catch on to the procedure, have each of them select an item and place it in the correct container. Ask them why they chose that container. Be flexible and make the activity fun.

5. When the pile is completely sorted, thank the children for helping you with your trash-overflow problem. Point out how little trash is actually left in the trash can to throw away.

6. Emphasize that the items in the recycle containers should not be thrown in the trash anymore, but should be rinsed out, sorted and saved. Then they can be taken to the recycling center where they will be saved until they can be used to make new things again.

7. Explain to the children that recycling is good because it reduces the amount of trash we have to throw away. Reusing things is good, too, because it saves us from having to buy new things and reduces the amount of trash we have to throw away. We should reuse things as many times as possible and not be wasteful. From now on, we must remember to recycle and reuse!



I Can Recycle**

Materials:

I Can Recycle book (take-home)*
stapler
crayons
small samples or pictures of recyclable items
*Found in the **Wee Recyclers Resources**.

Procedure:

1. Copy the two master pages found in the **Wee Recyclers Resources** for each child. Fold each page into fourths, then staple the two folded sheets together along the middle fold.

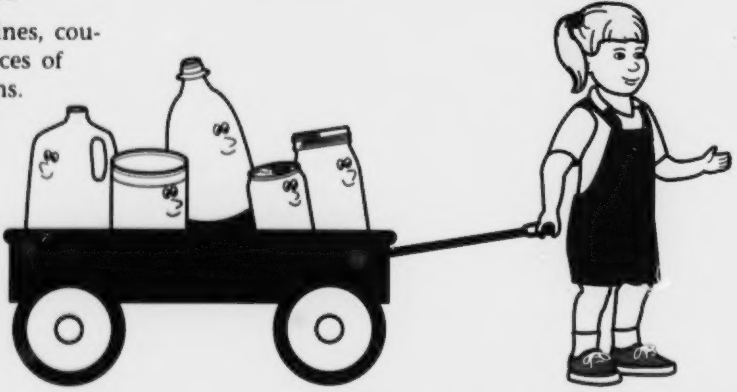
2. Let each child decide how to fill in the blank on each page. Help them write in their request.

3. Collect small pictures (from magazines, coupons, newspapers) or small samples (pieces of cardboard or newspaper) of recyclable items. Let the children choose which picture to place on each page. Help them cut out and glue the picture into the book. The children can read their books to you, and then take them home to read to a family member.

**Adapted from materials by Kathleen Hunt and Mary Ellen LaChance, kindergarten teachers at Midvale Elementary, Madison, WI.

Going Beyond:

- ➤ Set up the Wee Recycling Center and show it to your children.
- ➤ Start your own recycling program. Designate a recycling day (once a week or month) when children can bring in clean items from home to add to the recycling containers. For safety reasons, prohibit children from bringing in glass items. You may have children help flatten cans and plastic bottles (if applicable in your community). Save money that is collected to help pay for new playground equipment or a field trip. Or on collection day, have children help you take recycling containers out to the curb.
- ➤ Follow this activity with "It's Your Trash", found in the **K-3 Supplement to the Recycling Study Guide**.



Wee Help At Home

Goals:

To reinforce the practices of reducing, reusing and recycling in the home.

Background:

Reducing, reusing and recycling are learned behaviors. The only way to make them a habit is to practice them daily at school, at work and in the home. It's sometimes the hardest to change a household routine — especially when adults are accustomed to doing things a certain way. As your Wee Recyclers learn to reduce, reuse and recycle at your facility, they can take these behaviors home and encourage their families to make them part of their daily routine too.

Throughout the **Wee Recyclers Activity Guide** there are ways for you to encourage families to participate in recycling. The Parent Letters included with "Sorting Together At Home" and "Wee Recycling Center" are a start. Not only do these communicate to parents what their children are learning, but they also give them the tools with which to reinforce the behaviors that have been taught. The Wee-kly Recycling Ideas will also give families ideas on how to continually reduce, reuse and recycle in the home. Some activities are reproducible and can be taken home for children to share with their families.

Sorting Together At Home

Materials:

Recycle — It's Easy directions (take-home)*
recycling labels (take-home)*
*Found in the **Wee Recyclers Resources**.

Procedure:

1. Make copies of the recycling labels and Recycle — It's Easy directions for each child. Use the master copies provided in the **Wee Recyclers Resources** to make the copies.

2. Let your children color and cut out their own set of recycling labels. Send them home along with the Recycle — It's Easy directions and the Parent Letter found below.

Dear Parent,

We are learning about recycling and reusing in order to reduce the amount of trash we throw away. We have learned that trash will eventually end up in a landfill, and our landfills are filling up quickly. Included with this letter is a direction sheet, "Recycle — It's Easy". We use this in the classroom as a guide for preparing recyclable items. We are also sending recycling labels home with your child. You can attach these to your own collection bags or boxes. We hope that you and your child will work together to recycle the appropriate items and practice reusing whenever possible. Your child is eager to be a Wee Recycler.

Thank you,

Wee-kly Recycling Ideas

Materials:

Wee-kly Recycling Ideas (take-home)*
*Found in the **Wee Recyclers Resources**.

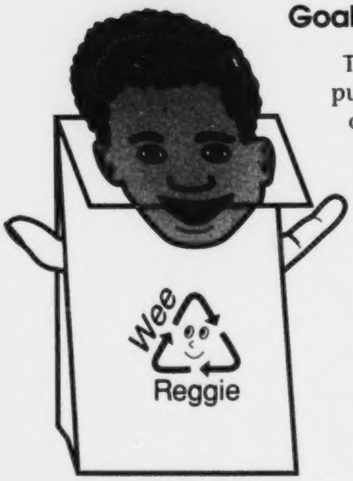
Procedure:

1. Help families adjust to the reducing/reusing/recycling routine by sharing with them the Wee-kly Recycling Ideas. These are in calendar format with 12 pages to correspond with the 12 months of the year. Each page is divided into four weekly suggestions.

2. At the beginning of every month, make copies of the appropriate calendar page for each child to take home and share with family members. The ideas for reducing, reusing and recycling are practical, money-saving and earth-friendly.

Practice Makes Perfect

Wee Reggie and His Recyclable Friends



Goals:

To demonstrate, through puppetry, how children can teach adults about recycling.

To reinforce how to prepare recyclable items.

Background:

Once children are introduced to recycling, it's simply a matter of practicing and reinforcing the things that can be recycled and how they must be prepared. Soon children will want to teach others. They may find it appealing to be able to teach an adult how to recycle. Reggie, Sue and brother Lou are Wee Recyclers who teach others about recycling through rhyme, rhythm and silly characters.

Materials:

Wee Crafts*
large paper bag labeled "Trash"
pattern for Wee Reggie puppet*
materials needed to make the recyclable friends:
- newspaper
- plastic bottle
- glass bottle/jar
- aluminum can
- tin can
- markers/crayons
- scrap paper
- glue
- scrap ribbon/yarn
- scissors

*Found in the **Wee Recyclers Resources**.

Preparation:

- Make a Wee Reggie puppet from reusable materials. Use the pattern from the **Wee Recyclers Resources** or ideas from the puppet section of **Wee Crafts**.
- Make the recyclable friends from recyclable items and materials. For each friend create a face on the surface of the recyclable item. Add other features and decorations if you wish. (See diagrams for ideas.)
- Find a large, paper grocery bag and write the word "Trash" on the front.

Procedure:

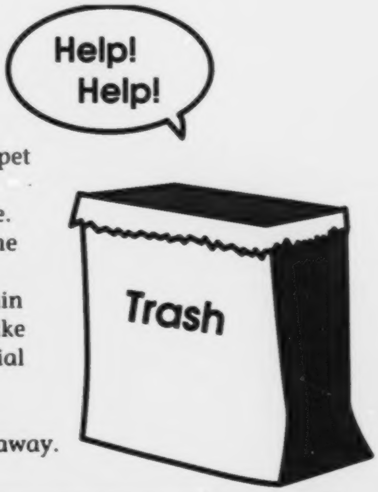
1. The following is a short play. It should be repeated several times, each time using a different recyclable friend. You may want to introduce all of the recyclable friends in one repeated performance; or you may choose to introduce one recyclable friend a day. As the play is repeated, children will begin to anticipate Wee Reggie's actions and his message. Who will be pulled from the mysterious trash bag next?

2. Before beginning, introduce Wee Reggie and identify the "adult" character. It may be you, or you pretending to be a mom, dad or grandparent.

3. After each skit, talk about how to recycle the featured item. Ask children to demonstrate what to do with it.

Going Beyond:

- After the recyclable friends are introduced, place them in the Wee Recycling Center for children to play with.
- Supply children with materials to create their own recyclable friends. Encourage them to make up unique names for their new friends.
- Help children make their own Wee Recycler puppet. They can use it to teach others about recycling.
- Encourage children to make up and perform their own recycling puppet shows using the puppets they made.
- Ask children if some things are O.K. to throw away. Explain that some things like chicken bones, facial tissues (Kleenex) and light bulbs should be thrown away.



Wee Reggie and His Recyclable Friends

Characters:	**Recyclable Friends:**
Wee Reggie	Nellie Newspaper
Adult	Polly Plastic
	Gordon Glass
	Allie Aluminum
	Tina Tin

(An open brown paper bag sits on the table. It is labeled "Trash". One of the characters is inside. The paper bag starts shaking and rustling. From inside the bag comes a cry for help:)

Friend: "Help! Help! Get me out of here.
I don't belong in here.
Help! Help me please!"

Adult: What's all this noise?
What's this all about?

Reggie: It's coming from our trash bag;
something's trying to get out!

Adult: Who is crying?
Who can it be? (*take the character from bag*)

Reggie: A [name item] is crying;
can't you see?

Friend: Boo-hoo, Boo-hoo
Oh what a disgrace!
I'm not garbage or trash,
I don't belong in this place.

Reggie: Why it's [character's name]!
What happened to you?

Friend: She/he put me in there, (*directed towards adult*) when she/he was through.

Reggie: Did you really do this?
Did you throw her/him away?

Adult: I guess it was me;
I did it yesterday.

Reggie: (*Scoldingly — children can shake their finger at adult.*)
Haven't you heard?
Where have you been?
[item] can be recycled
And used over again.

Adult: Oh [character's name] I'm sorry,
Please forgive me too.
I can learn to recycle,
Just tell me what to do.

Reggie: Recycle — It's Easy,
As simple as can be.
Just give me your attention,
and watch Wee Reggie!

(Have Wee Reggie demonstrate or ask one of the children to demonstrate what to do with the recyclable item. Actual props should be used. You may want to pretend to do some actions and use "pretend water" to rinse cans and bottles. See character variations on the next page.)

Adult: Wow, recycling is easy,
I want everyone to know.

Friend: Thank you for recycling,
it's the way for me to go!

(Friend smothers Reggie with hugs and kisses.)

Variations:

Nellie Newspaper — Add her to a stack of other newspapers. Find a long piece of string, wrap it around the stack a few times, then tie it tight.

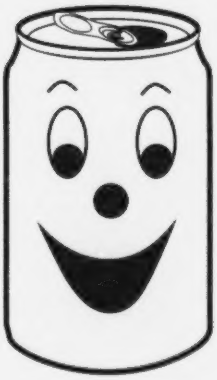
Polly Plastic — Unscrew her cap. Put a little water inside and swish it around. Pour out the water and look to make sure it's clean. Dry off the outside and flatten her with a stomp.

Gordon Glass — Remove the cover. Now wash him inside and outside, and don't forget around the rim. Dry him off both inside and out. Ask: What color is Gordon?

Tina Tin — Rinse her out with water; make sure she is clean. Remove her label. Use the Wee Magnet to make sure she is tin. Does the magnet stick? Demonstrate how to flatten the can.

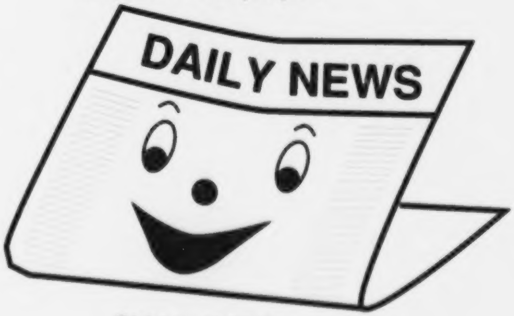
Allie Aluminum — Make sure he is empty and rinsed clean. Flatten a can, other than Allie, under your foot.

Allie Aluminum



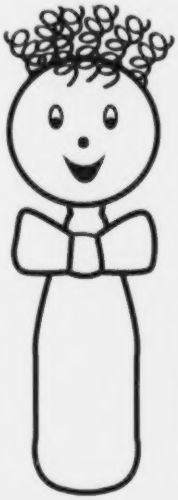
Aluminum can

Nellie Newspaper

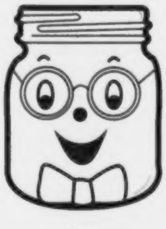


Old newspaper

Gordon Glass

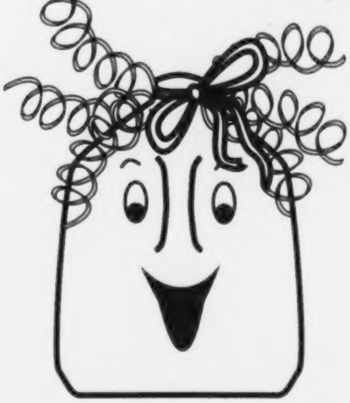


Bottle

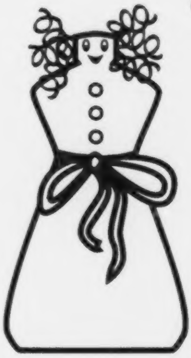


Jar

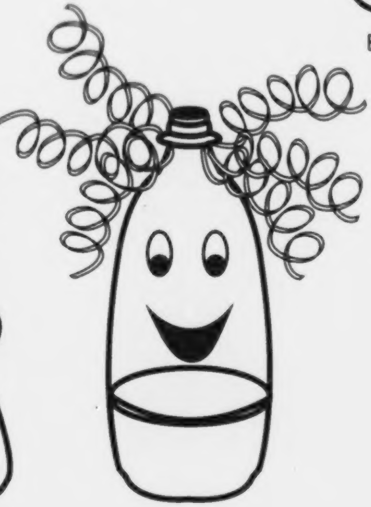
Polly Plastic



Milk bottle

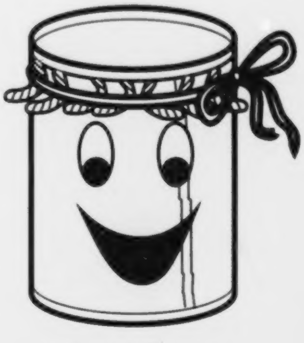


Dish soap



Two liter soda

Tina Tin



Soup or coffee can

Wee Reader

Goals:

To let children participate in reading a story.

To teach tracking from left to right.

To show recycling at home with family members.

Materials:

"Wee Reader" poster*

Wee Reader book (take-home)*

Recycle Symbol page*

*Found in the **Wee Recyclers Resources**.

Preparation:

- Mount the "Wee Reader" poster on a piece of cardboard.
- Laminate the poster if you wish.

Procedure:

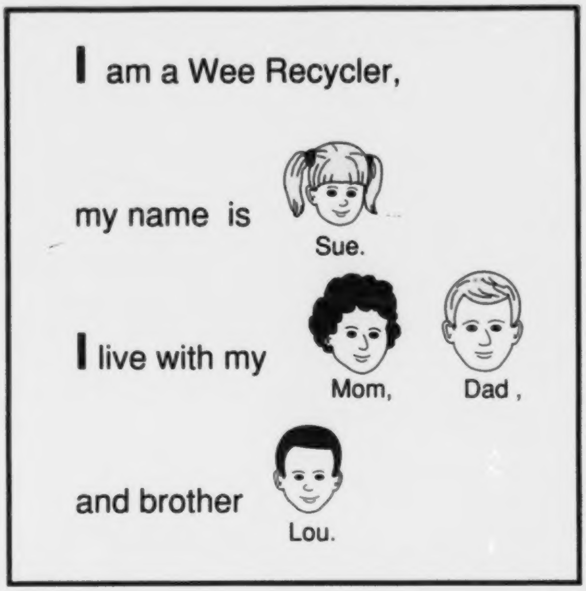
1. Gather the children for story time. Read the story from the poster out loud and point to the words and pictures as you go along. Help the children identify the pictures when you point to them. See if they can answer the question at the end of each verse. Thank the children for helping you read the story.

2. Ask the children if they can help their family to recycle at home too. Help children put together their own Wee Reader book to read with family members.

3. Display the poster in an area where the children can practice reading on their own.

Going Beyond:

- Make a Wee Reader book for each child to take home and share with family members. Copy the Wee Reader masters found in the **Wee Recyclers Resources**. If possible, copy page A and page B back-to-back. Likewise, copy page C and page D back-to-back. With each page, fold along the *dotted* lines and cut along the *solid* lines. Put the pages together in numerical order to form a book. Punch two holes along the middle fold. Thread a piece of yarn through both holes and tie the ends to bind the book together. Let your children decorate the cover.



I am a Wee Recycler,
my name is Sue.
I live with my Mom, Dad ,
and brother Lou.

- Read the "Wee Reader" poster several times until children become familiar with the refrain. Use the refrain to play a game.
  1. The [ ] is empty — what to do?
  2. "[Recycle] it," says brother/sister [ ].
  3. What is it made of? Do you know?
  4. Into the [recycle] box it can go!

As a group, gather several recyclable items mentioned in the story and a "recycle box". Choose one of the children to stand by you in front of the rest of the group. Ask the child to pick up one of the items and hold it for all the children to see.

Line 1. Now, as a group, begin to recite the refrain filling in the name of the item that the child picked.

Line 2. The selected child says, "recycle it," and the group finishes the line filling in either brother or sister and the name of the selected child.

Line 3. The group asks the questions and the selected child answers.

Line 4. Finally, the group recites line 4 and the selected child puts the recyclable item into the recycle box.

Repeat the game several times, selecting a different child and using a different recyclable item.

Recycle Alphabet

Goals:

To use the letters of the alphabet to identify items that are recyclable or that may be considered trash.

To review or learn some letters of the alphabet.

"R" is for Recycling

Materials:

"R is for Recycling" posters*
clear contact paper
poster board
binder rings or yarn
*Found in the **Wee Recyclers Resources.**

Preparation:

- To preserve posters, laminate or cover them with clear contact paper.
- Use the small posters to create a Big Book. Secure each poster to a piece of heavy poster board. Punch 2-3 holes along one edge of each page. Line up the holes and bind the book together with pieces of yarn or binder rings.

Procedure:

1. Read the Big Book to children. Talk about the pictures as you read. What are the Wee Recyclers doing? What things are they working with? Talk about colors, shapes, sizes and other characteristics of the materials that are shown.

2. Use the posters to help children learn some alphabet letters and correct recycling procedures. Keep the book in an area where children can look at it in their free time.

George's
ORI

"A" to "Z" Trash Train*

Materials:

trash items brought in by children
sturdy paper (writing paper, paper bags, cereal boxes cut apart)
glue, stapler, tacks
marker

Procedure:

1. Assign each child an alphabet letter and have each of them bring in a small object that starts with that letter. It must be something that was going to be thrown away and can be attached to a piece of paper.

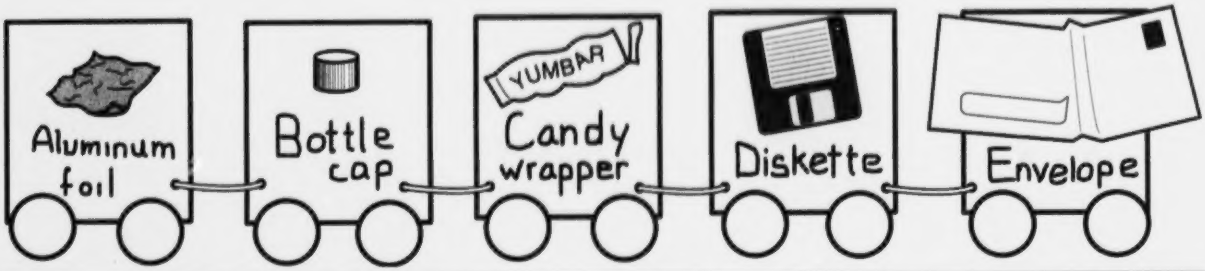
2. Send home the Parent Letter, located at the end of this section, with each child explaining the project.

3. Help your children assemble the trash train by attaching each item to a piece of sturdy paper. Ask each child to identify the item he or she brought in and help them write the *name* of the item and the *letter* it starts with on the paper train car.

4. "Link" the train cars together in alphabetical order with scraps of yarn. Attach the trash train to a wall or bulletin board. Let each child talk about his/her own train car. Use the Trash Train to periodically review the alphabet.

Variation: This idea could also be done as a bulletin board titled Our A to Z Landfill.

*Adapted from materials by Kathleen Hunt and Mary Ellen LaChance, kindergarten teachers at Midvale Elementary, Madison, WI.



Dear Parent,

(Tomorrow) we will be creating an A to Z Trash Train for our bulletin board. Your child has been assigned the letter "_____". Help your child find a clean piece of "trash" that starts with this letter. (For example: an empty box of animal crackers for the letter A. A real zipper for the letter Z. A TV guide for the letter T. A Q-Tip for the letter Q. Xtra-strength aspirin or a Xerox product for the letter X.) Please send only ONE piece of trash. Make sure that it is clean, smaller than this paper and not too heavy. We hope the children will begin to realize the huge variety of trash we throw away every day.

Thank you for your help.

Where Does The Trash Go?

Goals:

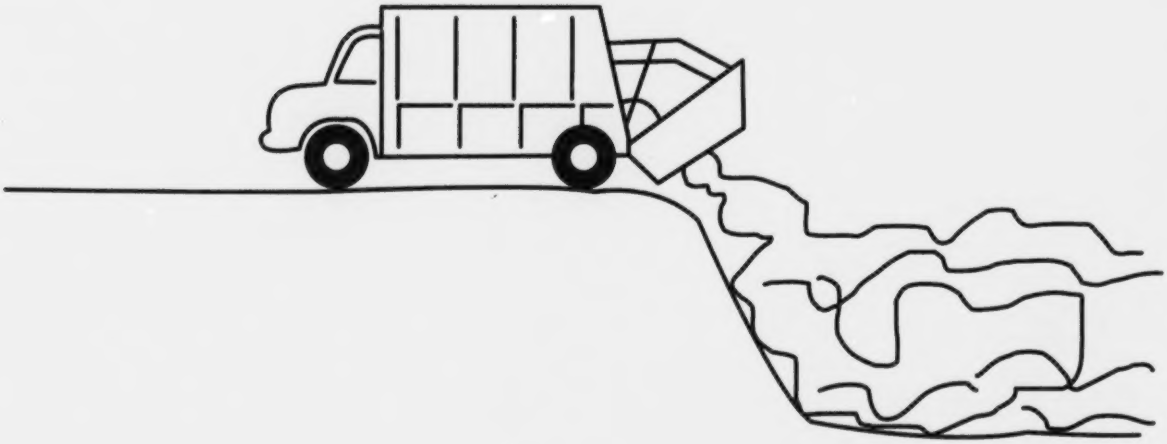
To demonstrate how trash is compacted and buried in a landfill.

To help children understand that a landfill has a limited capacity.

To help children realize that they can affect other peoples' behavior by encouraging them to recycle.

Background:

Landfills are filling up quickly and this problem directly affects us all. Already many landfills are closing and will continue to do so over the next few years. Families, friends and neighbors must work together to reduce the amount of trash heading to a landfill. A community that *reduces*, *reuses* and *recycles* will extend the life of its landfill and our natural resources. Young children can have as big an impact as older folks when it comes to solving our solid waste problem. We all must say, "Recycle now, here's how!"



Make a Sandbox Landfill

Materials:

sandbox, dirt pile or dish pan half full of dirt
plastic bags
small pieces of trash from your classroom
toy bulldozers and tractors (optional)

Procedure:

1. Show your children the way trash is discarded in a landfill by taking them to a sandbox, dirt pile or dish pan of dirt. Let your children dig a hole in the dirt or sand.

2. Line the hole with a plastic bag. Explain to your children that the liner prevents the landfill from "leaking."

3. Crush some of your classroom trash as tightly as you can and put it in the hole.

4. Have your children cover the trash with a layer of sand or dirt. (Let them use toy tractors or bulldozers to cover the trash.) Add another layer of trash and another layer of sand or dirt.

5. Talk about how quickly the landfill becomes full.

6. Put a plastic cover over the landfill and add a final cover of dirt. Tell your children that the landfill is "sealed" and this is where their trash will stay.

The Stories of Travis Trash and Wee Ron

Materials:

10 story pages*
clear contact paper
binder rings or yarn
landfill picture*
*Found in the **Wee Recyclers Resources**.

Preparation:

- ➤ Remove the story pages from the **Wee Recyclers Resources**. Note: Read pages horizontally; the binder holes appear along the upper edge of one story and along the lower edge of the other. When you bind the pages together, you can work the book like a flip chart. As you flip pages, the Wee Ron story will appear on the upper page and the Travis Trash story will appear on the lower page.
- ➤ Cover the pages with contact paper and repunch the binder holes.
- ➤ Stack the pages in order and bind together with binder rings or yarn pieces. Pages should flip easily.

Procedure:

1. Read "Travis Trash" to the children first. Talk about what happens in Trashtown. Notice that Travis and the townspeople say, "It's O.K., throw it away."

2. Read "Wee Ron" by flipping through the book again reading the upper half of the page. Talk about what happens in Recycle City. Notice that Ron and the townspeople say, "Recycle now, here's how!"

3. Discuss the two stories using the "Let's Talk About It" questions.

Note: Because of childrens' short attention span, take a break between the reading of the stories.

Let's Talk About It:

Flip through the book again holding both pages open. Ask the following questions: (Question numbers correspond to page numbers.)

1. Where does Travis Trash live? Where does Wee Ron live?

2. Which family uses things only once and then throws them away? Which family uses things over and over again?

3. Which family throws more trash away each week? Which family recycles?

4. What does Trashtown do with its glass, plastic, paper and cans? What does Recycle City do with its glass, plastic, paper and cans?

5. In which city does the garbage truck take less trash to the landfill each week?

6. What's happening to the landfill in Trashtown? What's happening to the recycling containers in Recycle City?

7. In which city is the landfill only half full? In which city is the landfill completely full?

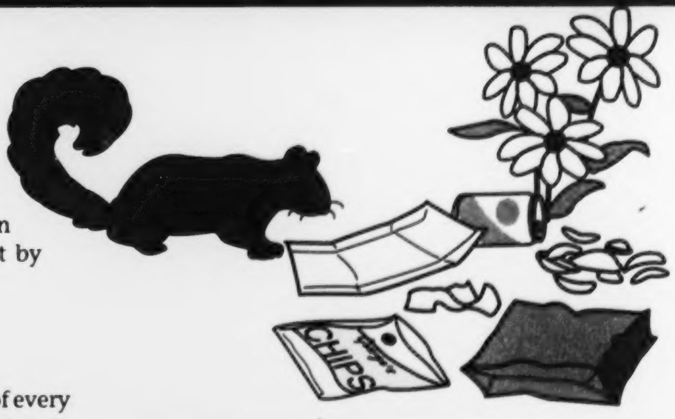
8. In the end, which city is worried and sad? In the end, which city is proud and happy?

Going Beyond:

- ➤ Show children the landfill picture which is included in the **Wee Recyclers Resources**. Discuss what they see in the picture and what happens at a sanitary landfill.
- ➤ Pretend Play: Make garbage and recycling trucks out of old shoe boxes. Pretend to take trash to a landfill. Pick up recyclable items and take them to the Wee Recycling Center.
- ➤ Arrange to visit a landfill.

Wee
Recyclers

Let's Put An End To Litter



Goals:

To define litter.

To make children aware of how litter looks and how it can harm wildlife.

To help children understand that they can have a positive influence on the environment by helping to reduce the amount of litter.

Background:

Keeping our earth clean is the responsibility of every individual. Each of us must be aware of our own behavior and how it affects the environment. We also must develop a sense of caring and ownership for the world in which we live — its air, water, land and all its inhabitants. We need to teach this to our children too. Even children, who often feel that what they do has little or no affect, can have a positive influence on the environment by helping to reduce the amount of litter and pollution. *Litter* is anything (wrappers, packaging, paper, bottles, cans, etc.) that is left on the ground or left where it doesn't belong. Litter doesn't look nice and it can harm plants and animals living in nature. (For more information about litter, see the Background section for "Dirty Ditches".)

Observe Litter

Procedure:

1. Find an area in your neighborhood that is littered, or you can temporarily place litter on the playground to show children what litter looks like.

2. Take the children outside and ask them to observe the area. Ask: What do you see? Do you see anything that doesn't belong here? How do you think litter looks? How does seeing litter make you feel?

3. This is an opportunity to talk about litter being not nice to look at, unsafe, unhealthy and dangerous for plants and animals.

4. Ask your children to help you pick up the litter and throw it away or recycle it.

Trash Can Hunt

Materials:

paper
crayon

Procedure:

1. Explain to your children that just like there is a special place to keep their toys, gum and candy wrappers also have a special place. Ask: Do you know where we should put wrappers? When we're done with wrappers, we should put them in a trash can. When wrappers and other garbage are thrown on the ground instead of being put in the trash can, they're called *litter*. When we throw things on the ground it's called *littering*. Trash that can't be recycled or reused belongs in the trash can.

2. Plan a trash can hunt with your children. Divide them into small groups. In each group, designate one child as the recorder and give him or her a paper and crayon. Explore your facility, playground and surrounding neighborhood. Search for trash cans. Each time the group finds a trash can, have the recorder make a mark on the paper.

3. After the hunt, bring all the children back together and give each group a chance to tell how many trash cans they found. Ask: Where did you see the trash cans? What was in the trash cans? Did some people not use the trash cans? Did you see litter nearby? Did any of the trash cans have a recycling symbol on them?

4. Now that children know where several trash cans are located, encourage them to throw their trash away in one of these cans.

Wee Hunt for Litter

Materials:

garbage bags
heavy gloves
newspapers

Procedure:

1. Picking up litter can be a lot of fun. Make your litter hunt a big adventure. Outfit a small group of children with gloves and special litter-hunting hats. (Help the children make these from folded newspaper.) Create special litter bags from paper or plastic grocery bags to hold the litter they capture.

2. Get excited about hunting for and capturing litter. Ask your children where they think litter may be hiding. Take them outside to the playground (and surrounding neighborhood if possible). Talk about good "hunting" techniques, like looking under, behind and around things.

3. Sneak up on the litter and capture it. Make sure that glass and metal are carefully handled with gloves. Put the captured litter in the litter bag and bring it back to your classroom.

4. Afterwards, empty the litter bags onto a newspaper covered floor to see what was collected. Talk about the trash that was collected. What is it? What was it used for? Who may have used it? Why might someone have left it? Where should it have gone? Can it be recycled? Properly dispose of the trash.

Litter Collage

Materials:

litter collected from litter hunt
frozen pizza backing for each child
glue

Procedure:

1. Supply children with "safe" litter collected on the litter hunt, glue and a cardboard backing from frozen pizza.

2. Let children create a trash collage from the litter. Help them attach pieces of litter onto the frozen pizza backing.

Wee Recyclers Clean Up

Materials:

Wee Recyclers Clean Up*
crayons
*Found in the **Wee Recyclers Resources**.

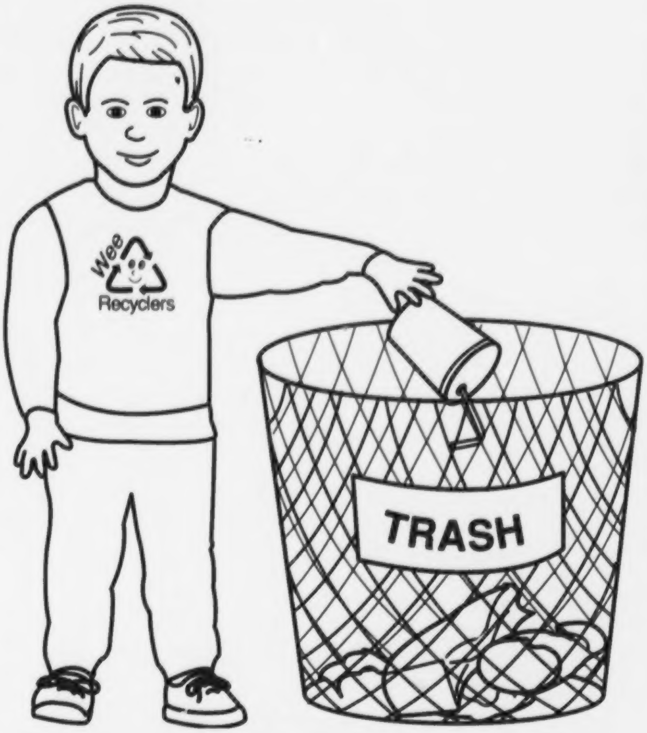
Procedure:

1. For each child, make a copy of the Wee Recyclers Clean Up page found in the **Wee Recyclers Resources**.

2. Tell your children to look at the first half of the picture. Ask: What do you see? How does seeing litter on the ground make you feel? Ask children to draw a face on "themselves" showing how the picture makes them feel. They can color themselves, add flowers, trees and more litter.

3. Now have your children look at the second half of the picture. Ask them how they would feel after cleaning up the litter. Ask the children to draw a face on themselves showing how they would feel after helping to clean up the litter. Finish coloring the picture.

4. Write childrens' names in the blank. Have them take turns telling a story about picking up and throwing away litter.



The Story of Litter Red Riding Hood

Materials:

5 Litter Red Riding Hood story pages*
Litter Red Riding Hood sequencing (take-home)*
garbage props: paper lunch bag containing a wrapped sandwich, orange peelings, small chip bag, paper napkin and soda can
clear contact paper (optional)
*Found in the **Wee Recyclers Resources**.

Preparation:

- Remove the story pages from the **Wee Recyclers Resources**. Laminate the pages with clear contact paper if you wish.
- Assemble the garbage props in the reading area.

Procedure:

1. Read the story of Litter Red Riding Hood to your children from the back of the picture story pages. Talk about the pictures and help your children identify plants and animals. Have them imitate sounds they may hear in the forest and have samples of flowers and pine needles or cones for them to smell.

2. You may want to act out the scene where Litter Red Riding Hood eats her lunch to demonstrate how she litters.

3. After reading the story, talk to your children about what it means to litter. Use Let's Talk About It for discussion.

Let's Talk About It:

What did Litter Red Riding Hood throw on the ground?

How do you think the animals felt when Litter Red Riding Hood threw things on the ground? Why?

Why do you think the little girl's name was "Litter Red Riding Hood?"

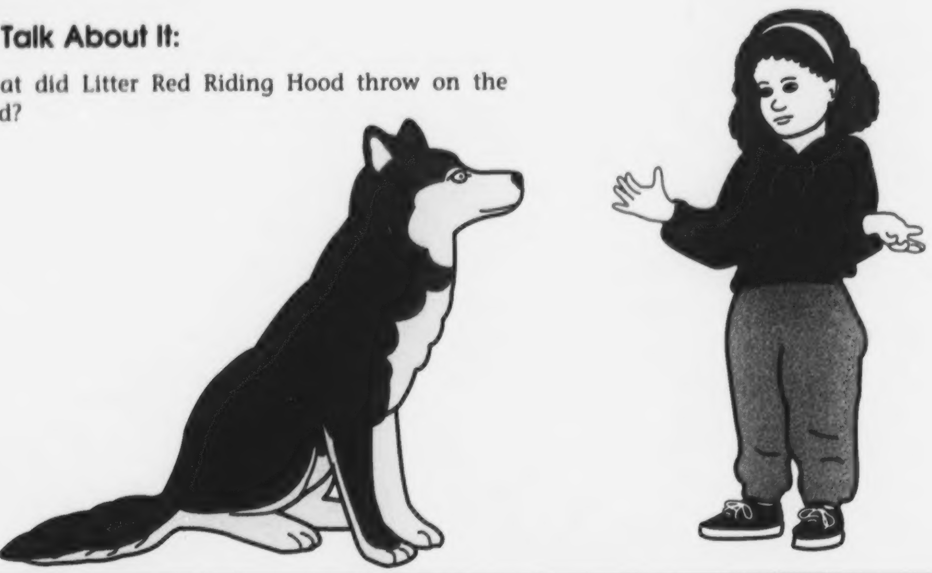
After Litter Red Riding Hood learned that it isn't right to litter, her name changed. Do you remember what her new name is?

Where did she and the wolf put the litter?

In the end, why were the animals happy?

Going Beyond:

- Practice sequencing and retelling the story of Litter Red Riding Hood. In the **Wee Recyclers Resources** find and duplicate the Litter Red Riding Hood sequencing page. Cut apart the pictures, glue them to heavier paper and laminate them if you wish. Mix the cards up. Have children practice retelling the story and putting the pictures in the correct sequence.
- Reproduce a copy of the Litter Red Riding Hood sequencing page for each child to take home and practice retelling the story to a family member.
- Ask your children for ideas about how a Wee Recycler might pack a picnic lunch. Think about packing in reusable containers instead of disposable containers. For example, use a lunch box or picnic basket instead of a paper bag; use a thermos or reusable bottle for beverages instead of a can or paperboard container; use small reusable containers for food instead of plastic bags; prepare only as much food as you can eat so that none is wasted.



Dirty Ditches Puppet Play

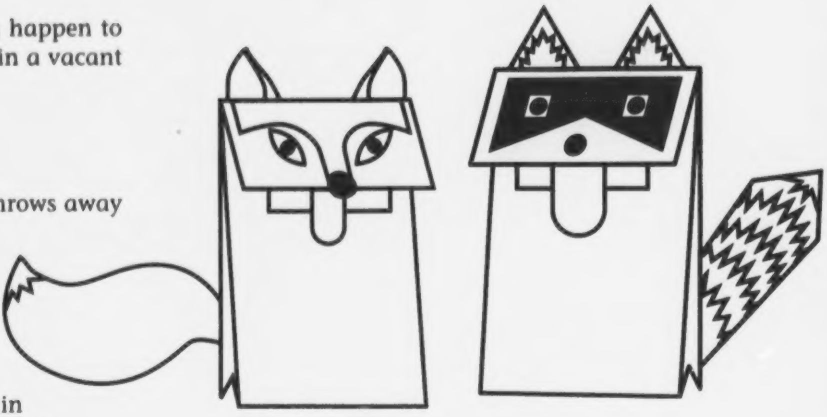
Goal:

To help children understand what can happen to wildlife when garbage is simply dumped in a vacant lot or along a roadside.

Background:

Every day, each person in Wisconsin throws away approximately 3.1 pounds of *trash*. Most people give little thought as to where it goes and what happens to it when it gets there. In the United States, "away" means a *landfill*, incinerator or even the ocean! All too often, however, trash is not properly disposed of and ends up dumped in a vacant lot or in a roadside ditch. Not only is this "trash stashing" unsightly, it is also dangerous to wildlife. Birds, large fish and small mammals can be strangled in the loops of plastic six-pack holders. Some wildlife mistake shiny litter for food. When pop-tops and bottle caps are eaten they can cause injury. "Styrofoam" cups, plastic cellophane wrappers and cigarette butts have been found in the stomachs of deer. Broken glass, edges of opened cans and empty jars are all dangerous. Animals can get cut, get infections and even die. Small mammals often get trapped in slippery glass jars and pop bottles.

This activity will help children learn that dumping trash "anywhere" can be harmful to the environment. The best place to safely dispose of trash is in a *sanitary landfill* where it is buried with dirt. To prevent landfills from filling up too quickly, we must reduce, reuse and recycle whenever possible.



Materials:

Wee Crafts*
(patterns for raccoon, fox and owl puppets)
Band-aids
recycling containers
landfill picture*
garbage pile: old shoe, crumpled newspapers, plastic six-pack holders, polystyrene tray or egg carton, cardboard, tin can with sharp lid exposed, a piece of broken glass, glass jar, and other assorted trash and recyclable items.
*Found in the **Wee Recyclers Resources**.

Preparation:

- Make puppets from reusable materials. Use the patterns from the **Wee Recyclers Resources** or ideas from the puppet section of **Wee Crafts**.
- Assemble garbage items into a pile near the storytelling area.
- If only one adult is available to operate puppets, use hands for Rocky Raccoon and Freddy Fox puppets. Prop the Oprah Owl puppet in a sturdy bottle and stand it near you when Oprah Owl enters the play.

Procedure:

1. Introduce children to Rocky Raccoon and Freddy Fox. Tell them these animals are friends who like to play in fields and wooded areas. They are very curious about anything that is unfamiliar to them. Like many animals, they don't always know the difference between what is safe and what is dangerous. Sometimes animals will eat or play with trash that people leave behind. The trash can hurt animals or make them sick.

2. Tell the children that Rocky Raccoon and Freddy Fox will learn in this story what can happen to animals when people dump their trash in a roadside ditch.

3. At the end of the story, children can help Rocky and Freddy clean up the trash and help decide how to dispose of it properly.

Dirty Ditches

Characters:

Rocky Raccoon
Freddy Fox
Oprah Owl

Narrator: Once there were two young animal friends, Rocky Raccoon and Freddy Fox. They lived and played in a big field. One sunny day, Rocky went to Freddy's house.

DING-DONG (*Freddy appears.*)

Rocky: Hi Freddy, can you come out to play with me?

Freddy: Yes, but my father says I have to stay away from vacant lots and roadside ditches.

Rocky: Why can't you play in vacant lots?

Freddy: My father says it's very dangerous. People have dumped things there they don't want anymore. Things like old refrigerators, tires and broken windows.

Rocky: Oh. Why can't you play in roadside ditches?

Freddy: People have thrown things they don't want there too. Things like old bottles, cans, paper and just about anything else you can think of. It's just not safe for animals to play there anymore.

Rocky: But I know a really neat ditch to play in. I think it's pretty safe. Besides, we'll be careful.

Freddy: Well, I don't know.

Rocky: Oh come on. It'll be really fun. Let's at least look at it.

Freddy: O.K.

(*Animals go to ditch.*)

Freddy: Yuck! Look at all that trash.

Rocky: Hey, let's go down there and look around. I bet we'll find some neat stuff.

Freddy: No, it could be dangerous. We might get hurt.

Rocky: Oh, come on, Freddy, we'll be careful. We won't get hurt.

Freddy: (*reluctantly*) Well, O.K.

(*Animals make their way into the garbage.*)

Rocky: (*picking up old shoe*) Hey, look, someone's old shoe! PEE-YEW!

Freddy: And look at all the newspaper here.

Rocky: Yes, and all the broken glass too.

Freddy: (*appears with a plastic six-pack holder around both of his paws*) Help! Rocky help me! I can't get this off and it's hurting me! (*Rocky helps get it off.*) Thanks for helping me. I'm glad you were here.

Rocky: Hey, look at this. (*picking up some styrofoam*) I wonder if it's good to eat? CHOMP CHOMP (*as he takes a bite*). It tastes O.K. (*and eats more*).

Freddy: I don't think you should eat that.

Rocky: I think you're right. Oooo, my stomach hurts now. Maybe we should go home.

Freddy: Owee! (*Freddy cries in pain.*) I stepped on a sharp can and now my paw is bleeding! (*Freddy hops in pain.*)

Rocky: Ouch! I just got cut by a jagged piece of glass. Ow, it hurts. (*He starts to cry.*)

(*Enter Oprah Owl. She swoops down and lands by her friends.*)

Oprah Owl: Hello, my friends. What's wrong? You seem to be hurt.

Freddy: We are, Oprah Owl. We got hurt by the trash that people threw in this ditch.

Rocky: Yea, we just wanted to play. Instead we got hurt because people are so careless.

Oprah Owl: I'm sad that you're hurt. Here, I happen to have a band-aid for both of you. They should make your "owees" feel better. (*A band-aid is put on one of Rocky's paws and another is put on one of Freddy's paws.*) Sometimes people aren't careful and they dump their trash anywhere. Trash doesn't belong here.

Freddy: Where **does** trash belong?

Oprah Owl: First of all, it's wrong to throw garbage and unwanted things in a vacant lot — it's against the law. Dumping trash along the roadside is littering and we know litter can be dangerous to plants, animals and people.

Freddy: I'll say, look what happened to us.

Rocky: So what should people do with their trash?

Oprah Owl: Maybe all of **you** (*directed toward the children*) can help us figure out what people should do with their trash.

Freddy: Can some of these things be recycled? (*Allow children to decide which things can be recycled. Let them tell Rocky and Freddy into which recycling containers to place items.*)

Rocky: What about the rest of this stuff?

Freddy: Can any of it be used again? Do some things belong in the trash? Where will the trash eventually end up? (*Allow for discussion of options.*)

Oprah Owl: I'm proud of all of you. You did a great job deciding which things can be recycled and reused. Any trash that can't be recycled or reused, should be taken to a landfill.

Freddy: What's a landfill?

Oprah Owl: A landfill is a special place where trash is taken. Trash is put in a big hole and then carefully covered with dirt. That way, no one gets hurt — animals or people. The problem is, landfills are quickly filling up.

Rocky: If all of this trash had been recycled or put into a landfill, then we wouldn't have gotten hurt.

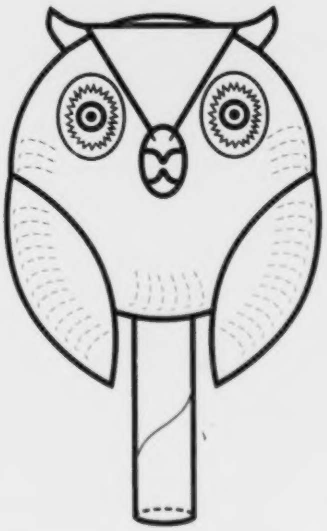
Freddy: Right. Everyone has to help and work together to put trash where it belongs.

Oprah Owl: You've learned a lot today. Now it's time to go home.

Freddy: Yes. We've gotten hurt and have learned that it's not safe for us to play where people have littered and left their trash.

Rocky: Well, I hope you people have learned something too! For our sake, please don't dump your trash where it doesn't belong.

Freddy, Rocky, Oprah:
Good-bye boys and girls!



Let's Talk About It:

How do Freddy and Rocky get hurt?

How do you feel when you see litter on the ground?

Why shouldn't people dump their trash where it doesn't belong?

What should be done with things like glass, cans and newspaper?

Where should the rest of the trash be taken?

Show children the landfill picture and explain how garbage is buried and covered. (Refer to the landfill activities in this guide for more ideas and information.)

Going Beyond:

- Assist children in creating their own puppet friends who can help them recycle. Use old bags, socks, leftover scraps of paper and other reusable materials. See the puppet section of this guide for ideas.
- Plastic six-pack holders should be disposed of in the garbage. However, sometimes they end up in the water or on the ground where animals can get caught in them. Using a pair of child-safe scissors, let your children snip through each ring of a plastic holder. Tell your children they are helping to keep animals from getting stuck in the rings. Then have your children throw the holder in the trash.

Nature Recycles Too

Goals:

To help children understand that nature recycles its resources, and we should too because we are part of nature.

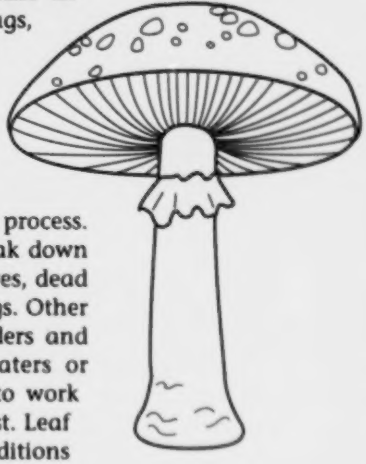
To observe some of nature's recyclers where they live and work.

To observe how nature's recyclers use things over again in nature.

Background:

Did you know that nature recycles? Nature has its own clean-up crew. You can introduce your children to *nature's recyclers* and encourage them to be like nature and recycle too! Searching for nature's recyclers is easy, although you may have to get down on your hands and knees to find them. You don't need to go to a park or woods — you can find nature's recyclers in your own yard.

The life cycle of a tree provides us with a good example of recycling in nature. Leaves fall from trees and form *leaf litter* on the forest floor. Leaf litter serves as a habitat for a variety of nature's recyclers. Nature's recyclers are *decomposers*; they *decompose* or break down leaf litter into *nutrient* components that will return to the soil and be used again to fertilize trees. The nutrients taken into the tree eventually help to form new leaves again.



Nature's recyclers come in many forms: snails, slugs, beetles, sow bugs, earth worms, millipedes, fungi, mushrooms, lichens and microbes. Each "recycler" has its own job in the decomposition process. Some recyclers help break down plant tissue such as leaves, dead plants, branches and logs. Other recyclers, like ants, spiders and centipedes, are meat-eaters or scavengers. They like to work where it's dark and moist. Leaf litter provides ideal conditions for decomposition to take place.

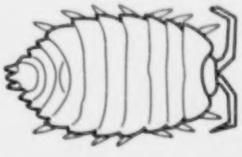
Try to observe nature's recyclers in their natural setting during the warmer months of the year. Don't disturb their homes any more than is absolutely necessary. Handle them with care, some may bite! For more information on nature's recyclers look for Golden Guide books on **Insects**, **Spiders and Their Kin** and **Non-Flowering Plants** or any other field guide series.

Even though bugs and worms may seem yucky to you, remember they are exciting and useful creatures. They set an important example for all of us to follow. Just as nature efficiently recycles its *natural resources*, we need to recycle to help preserve our natural resources.

In Search Of Nature's Recyclers

Materials:

outdoor area (yard, park, garden, woods)
clear viewing container with air holes (See Going Beyond for ideas.)
hand-held garden spades or old spoons (optional)
hand lens (optional)
newspaper for explorer hats



Preparation:

- Check out areas you plan to visit to make sure you can easily find some of nature's recyclers. You can "plant" a log or board directly on the soil several days ahead of time to draw insects to the moist, dark place.
- Help your children make explorer hats out of folded newspapers before you start this activity.
- See the activity, "Nature's Recyclers Storyboard", for pictures of some of the nature's recyclers you will be looking for.

Procedure:

1. Assemble a small group of children and ask:

What happens to all the leaves and branches that fall to the ground?

Who cleans up the forests and fields?

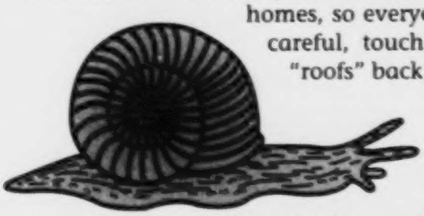
Would you like to find who cleans up the fallen branches and leaves?

The creatures that help clean up the forest are called *nature's recyclers.*

2. Prepare the children for a walk outside by explaining that they are going to become explorers and hunt for nature's recyclers. We will search for them and try to find where they live and work. Everyone can wear an explorer hat and be "armed" with a hand lens and a viewing container if you have them.

3. Go outside and sneak up on the sites where you might expect to find nature's recyclers. Because nature's recyclers and the places they live are so small, your explorers may have to take turns looking at each site. Remind them that they will be looking into creatures' homes, so everyone must be very careful, touch gently and put "roofs" back in place.

4. Consider capturing and placing some of nature's recyclers in a viewing container to observe. Just remember to carefully return them to their homes when everyone is done looking at them.



5. Visit some or all of the following places, taking a few minutes to discuss what you see and feel. Encourage the explorers to smell decaying wood, wet leaves and earth along the way. When you find some of nature's recyclers, ask your explorers questions like:

Is this a plant or an animal?
What is it called?
What color is it?
How many legs does it have?
Does it move fast or slow?
How does it feel? (touch gently — worms, slugs, mushrooms and lichens only)
How many are living together?
Why do they live here?
What are they eating?

Old Log

Roll over an old log. Look for decaying or rotting wood. Have children feel the difference between the hard wood and the soft pulp. Nature's recyclers change the old, hard wood into very soft, loose pieces that mix with the soil. Look for worms, slugs, beetles, sowbugs, millipedes and mushrooms. Return the log to where it belongs when everyone is done looking into this "home".

Tree Bark (on a dead log)

On the outside surface of the bark, look for mushrooms, lichen and moss growing. Slowly pull back a section of bark on a decaying log and look for beetles, termites and ants. Observe the creatures you see. Compare the different textures of wood. In addition to the questions listed above, ask:

Do you see any holes in the wood where nature's recyclers were chomping?

Is some of the wood very loose like sawdust?

How do you think the wood got like this?

Large Rock

Roll over a large rock. Observe the texture of the ground underneath. Feel how moist it is. Look for slugs, snails, worms and sow bugs. Also look for holes and tunnels leading underground. Roll the rock back into place when everyone is done observing.

Underground

Have children dig in soil, sand or wood chips with small garden spades or old spoons. Look for worms, millipedes and sow bugs. When your explorers find some of nature's recyclers, place them in a clear observation container for all to see. Talk about what they look like. The job of worms and many of nature's recyclers is to dig through the soil to make it soft and loose. Worms munch on dead leaves and other small dead things. They add nutrients to the soil. Be sure to return all creatures back to their homes and fill in any holes you made.

Leaf Litter

Digging through a pile of decaying leaves or grass clippings will also reveal several of nature's recyclers. Look for mushrooms, worms, beetles and millipedes. Compare the texture of a green leaf and an older decaying one. Ask:

What color is the older leaf?

Is it wet or dry?

How does it smell?

Can you see any signs of chomping and chewing by nature's recyclers?

Which of nature's recyclers are hard at work here?

6. Following your exploration, review with the children what they saw. Ask some of the following:

Where do some of nature's recyclers live?

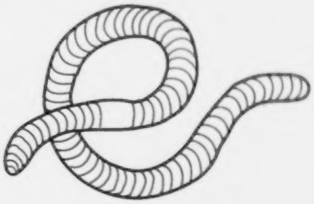
What do some of them look like?

What are their jobs?

How are wood, soil and leaves changed by nature's recyclers?

Going Beyond:

- Make leaves and sticks out of scrap paper and have your children imitate how nature's recyclers tear these apart or break these down into nutrients. Also, have them imitate ants scurrying, sow bugs curling up, worms wiggling and slugs moving very slowly.
- Use yogurt containers with clear lids for small holding and viewing cages. Return nature's recyclers to their homes when you're done. Keep the containers in a science area for future use.
- Collect sow bugs, a few leaves and sticks. Place them all in a closed container with a few drops of water. Punch air holes in the lid. Observe for a few days and then release the sow bugs.
- Make egg carton insects (see **Wee Crafts** in **Wee Recyclers Resources**) or create your own nature's recyclers using recyclable materials. Encourage children to use their imaginations to come up with ideas for eyes, legs and antennae.
- Make earthworm castles. See **Nature's Recyclers Activity Guide**.



Nature's Recyclers Storyboard

Materials:

flannel board
Nature's Recyclers Storyboard cut-outs*
felt, flannel or velcro material for cut-out backing
"Nature Recycles" poster*
Nature Recycles (take-home)*
*Found in the **Wee Recyclers Resources**.

Preparation:

- Cut out the pictures for Nature's Recyclers Storyboard. Glue pieces of felt, flannel or velcro material to the backs of each picture so they will adhere to the flannel board. Set up a flannel board and follow the diagram for picture placement.
- Prior to this lesson, take children outside for a walk to learn the parts of a tree: leaves, branches, trunk, roots and bark. Help your children observe some of nature's recyclers before discussing them in this lesson. See the activity, "In Search Of Nature's Recyclers".
- Consider the age and comprehension level of your children when planning for this activity. Not all of the material may be appropriate for all age levels.

Procedure:

1. Tell your children that in the spring and summer, trees grow new branches and green leaves. In the fall, many trees get ready for winter by stopping growth and shedding their leaves. Where do all the leaves go? What happens to twigs and branches when they fall from trees? If possible, go outside and observe new leaves growing in the spring or leaves dropping in the fall.

2. Explain to your children that we are going to talk about what happens to leaves when a tree is done using them. Explain that nature uses leaves again. Nature has its own recyclers.

3. Begin the activity in one of the following ways:

- To evoke interest, read the poem, "Nature Recycles" first. Then, using the cut-outs, go back and work through the narrative for discussion.
- Work through the narrative, placing the cut-outs on the flannel board as you discuss them with the children. Use the poem, "Nature Recycles" for review and reinforcement.

- For very young children, use the flannel board cut-outs along with the poem, "Nature Recycles". Discuss things that children question or show an interest in.

4. Remind the group that nature's recyclers are exciting and important creatures even though bugs and worms may *seem* yucky.

Narrative for Discussion:

a. Here is a tree. Let's look at the different parts. Here are the roots, the trunk, the branches and leaves. This covering is called bark — it protects the inside of the tree. Ask:

What color is the bark?

What color are the leaves?

In which season do leaves turn red, orange and brown?

b. In the fall, the weather turns cooler and the leaves become dry and die. They turn from green to red, yellow or brown. The tree can't use its leaves anymore, so the tree throws its leaves away. Ask:

Where does the tree throw its unwanted leaves?

Do you think this is littering?

c. There are no trash cans in nature. Plants and trees drop their leaves on the ground when they are done using them. The leaves that collect on the forest floor are called *leaf litter.* Ask:

What happens to the leaves?

Who cleans up the leaves?

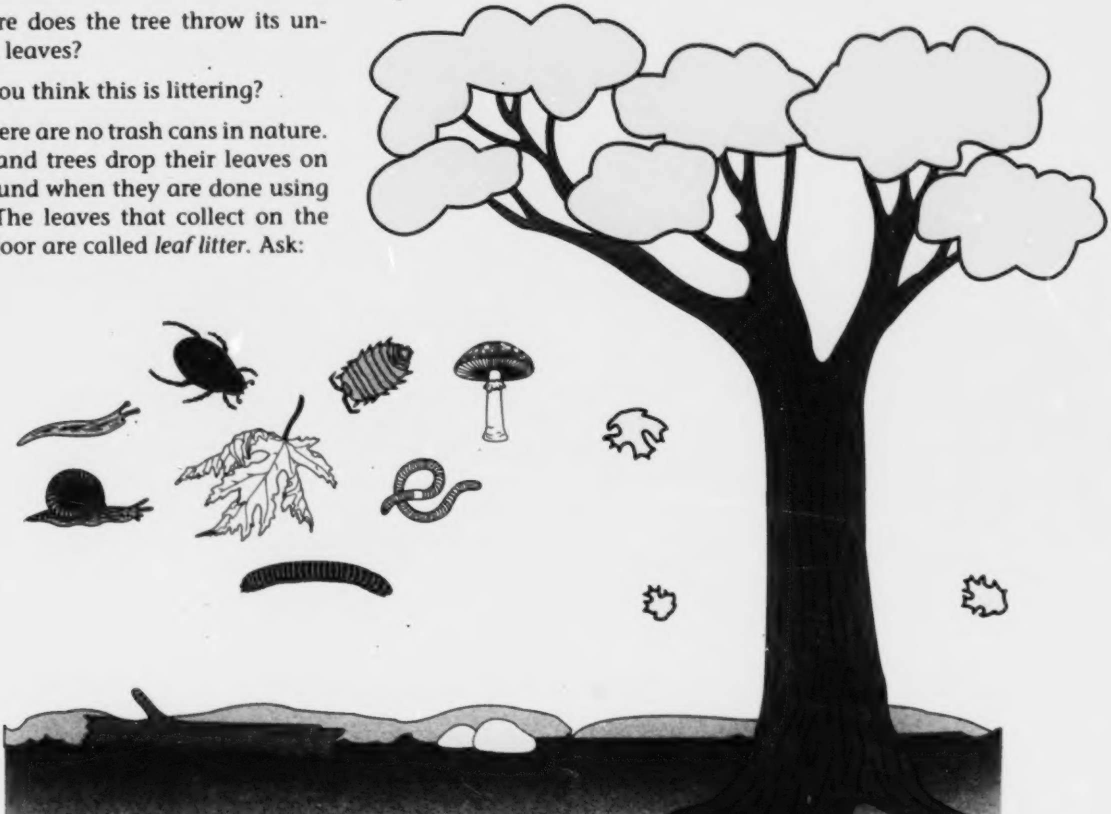
d. Fortunately, nature has its own clean-up crew to take care of the leaf litter. They're called *nature's recyclers.* What would the world be like if nature didn't have a clean-up crew? Nature's recyclers have a very important job. They take the leaves from plants and trees and break them up into teeny-weeny pieces called *nutrients* which they put back into the soil. Ask:

What are nutrients?

Has anyone ever heard that word before?

e. Nutrients are like vitamins. Plants and trees need air, water, sunlight and nutrients in order to grow big and strong, just like children need air, water and food to grow big and strong. Nutrients are found in living and dead things. They're so small we can't see them. Nature's recyclers take the nutrients out of dead plants and leaves and put them back into the soil to be used again. Ask:

Do you want to meet some of nature's recyclers?



f. We'll have to dig into the ground, turn over rocks and roll over logs to find them. Nature's recyclers like to live and work where it's dark and moist. Ask: Can you help me find them? (Pretend with children to dig in the ground, turn over a rock or roll over a log.)

LOOK, WE FOUND SOME! (Bring out the cut-outs of nature's recyclers.)

- This is a mushroom. It's a plant that's not green. It grows on the ground or on trees, rocks and logs. Its "roots" (known as mycelia) break down leaf litter and suck out the good nutrients to put back into the soil. Mushrooms help keep the woods clean.
- This is a slug and this is a snail. What's the difference between a slug and a snail? How are they the same? (They're almost the same except a slug doesn't have a shell.) Their job is to clean the floors of gardens, lawns, forests and lakes. Ask: Do you know what the snail uses its shell for? Have you ever felt a snail or slug?
- Here is a creature you might know. Who can tell me what it is? This is a worm. Worms dig tunnels through the ground and around tree roots.They also chew up leaf litter as they dig through the ground. Ask:
  Can anyone show me how worms wiggle through the ground?
- Here is a beetle. It has a very hard shell and sharp pinchers to cut leaves. It chomps apart the leaves that fall to the ground. Ask:
  What color is this beetle? (Sometimes beetles are reddish-brown or green.)
- This is a sow bug. It likes to hide in dark places. You can find it almost anywhere, including in your garden and at the park. It munches on leaf litter too.
- This is a millipede. It crunches up dead plants to keep the ground neat. It likes to hide and can move very quickly. You would too if you had all those legs. Ask:
  Can you count how many legs it has? (Not necessarily a thousand)
- These are just some of nature's recyclers. They work very hard to clean up the leaf litter that the plants and trees drop on the ground. As slugs, worms, beetles, sow bugs and millipedes munch, crunch, chomp and chew through the leaf litter, they break the leaves into tiny pieces. Have your children make crunching and munching sounds. Nature's Recyclers "poop" out what they can't digest. Their "poop" is the remains of leaves and contains nutrients.

g. Now the tiny leaf pieces or nutrients can be put back into the soil. (Pretend to do so.) The plants and trees will use the nutrients again. Remember, nutrients are food the tree needs to make new wood, strong branches and new leaves. In the spring, nutrients are sucked out of the soil by the tree's roots and pulled up through the trunk. They travel through the branches and out to the end of the twigs where new leaves are made. Ask:

What color is the new leaf?

Can you pretend your fingers are roots and you are sucking up the nutrients from the soil?

h. Without nature's recyclers, leaf litter would not be cleaned up. What a mess we would have! And without nature's recyclers, no nutrients would be put back into the soil. Ask:

Do you think trees can live without nutrients?

What if there were no nature's recyclers to put nutrients back into the soil?

What do you think would happen to all of the plants and trees?

k. So you see, nature recycles things it doesn't need or want anymore. Nature's recyclers take leaf litter and break it down, changing it into nutrients that can be used again. We should be like nature's recyclers too. We can recycle and reuse many things that people make. By recycling, we use things like paper, glass, metal and plastic over and over again. We also can help keep the earth clean by picking up our own litter and putting trash only where it belongs. Wee Recyclers and nature's recyclers can work together.

Going Beyond:

- Go on a hike to look for nature's recyclers outdoors. See the activity, "In Search Of Nature's Recyclers".
- From the master found in the **Wee Recyclers Resources**, make a copy of the poem, "Nature Recycles" for each child to take home and share with family members.
- Study nature's recyclers inside by collecting some forest floor litter and placing it over soil in a terrarium. Keep the leaves damp but not too wet. Place a screen over the terrarium and watch for nature's recyclers.
- Bring in and show children leaves in different stages of decomposition.

Sing For Recycling

Goal:

To have these catchy tunes stick in children's minds so that they will think about recycling at home, school and play.

Background:

Singing is a fun way to reinforce the things you've been learning about recycling. Learning a new song is easy when you already know the tune and can act out the lyrics. Make musical instruments (see "Wee Band") and play along as you sing.

"The Bottle Is Recycled"

(Sing to the tune of "Hi Ho the Dairy-O")

The bottle is recycled,
the bottle is recycled,
hi ho the dairy-o,
the bottle is recycled.
Variations:
The newspaper is recycled, ...
The aluminum can is recycled, ...
The plastic jug is recycled, ...
The tin can is recycled, ...

"Clap Your Hands"

(Sing to the tune of "Clap your Hands")

If you help to recycle,
Clap your hands.
If you help to recycle,
Clap your hands.
If you help to recycle,
Then our earth will surely show it,
If you help to recycle,
Clap your hands.

Variations: Stomp your feet, Nod your head, Shout "Hurray"

"Clean Up All the Litter"*

(Sing to the tune of "Hokey Pokey")

Put your litter bag in. Take your litter bag out.
Put your litter bag in, then you shake it all about.
You clean up all the litter and you turn yourself around,
That's what it's all about!
Put your paper in. Take your paper out.
Put your paper in, then you shake it all about.
You clean up all the litter and you turn yourself around,
That's what it's all about!

"Mary Had a Bag of Trash"*

(Sing to the tune of "Mary Had a Little Lamb")

Mary had a bag of trash
bag of trash
bag of trash
Mary had a bag of trash
She thought she'd throw away.
She heard our landfill will be full
Will be full
Will be full
She heard our landfill will be full
And began to recycle now.
She kept aluminum cans and glass
Cans and glass
Cans and glass
She kept aluminum cans and glass
They can be used again
She saved newspaper and plastic too
Plastics numbered
one and two
She saved newspaper and plastic too
They can be used again.

*Adapted from: **R.O.A.R.** (see "Resources").

"Recycling Is The Way"

(Sing to the tune of "Jingle Bells")

Recycling is the way,
To handle trash today,
No more landfills here
There is a better way.
Just separate your trash,
in boxes oh-so neat
plastic, paper, metal, glass
Recycling can't be beat.
Chorus:
Save your glass, save your paper, save your metal too!
Show your neighbors that you care — it's the thing to do.
(repeat)

Wee
Recyclers

"Wee Recyclers Rap"

Wee Recyclers is our name
Recyclin', reusin' is our game.
Stackin' our newspapers black and white,
Wrappin' them up and tiein' them tight.
Aluminum cans you get with pop,
Crushin' them flat with just one stomp.
Magnets stickin' to cans of tin,
Watch out for that very sharp rim.
Recyclin' glass is really keen,
Sortin' it out brown, clear and green.
Broken bottles can cut; they're sharp.
When handling glass, take care — be smart!
Bottles made from molded plastic,
Rinsin' and squishin', that's fantastic!
The numbers tell you what to do,
Look on the bottom for a one or two.
Recycling rap is at it's end,
Recycle too and be earth's friend!

Action Ideas: Sway your body and clap your hands to a rap beat. Pretend to do all of the actions described in each of the verses.

"Five Little Bottles"*

(Sing with hand movements.)
5 little bottles sitting in a row,
1 was recycled, then there were 4.
4 little bottles sitting in a row,
1 was recycled, then there were 3.
3 little bottles ...
2 little bottles ...
1 little bottle sitting in a row,
it was recycled and then there were none to be thrown away.

*Adapted from: **Nature's Recyclers Activity Guide** (see "Resources").

Action Ideas:

- Give each child one litter bag (use a grocery bag) and four pieces of identical litter. (can, piece of paper, milk carton, straw, etc.)
- Ask children to form a circle facing each other.
- Start with the four pieces of litter on the floor at everyone's feet and the litter bags in everyone's hands.
- Sing "Clean Up All the Litter" and pick up a different piece of litter for each verse. Perform appropriate motions.

*Adapted from: **Project Pride** (see "Resources").

Wee Recyclers Band

Goals:

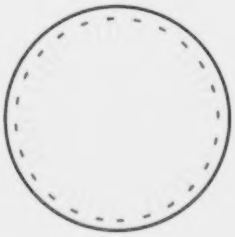
To make instruments from reusable and recyclable materials.

To experiment making different sounds.

Background:

Children love to make noise. Here are some ideas for making simple and inexpensive instruments with your children. Use this opportunity to experiment with creating different sounds. Discover how the tighter a rubber is stretched, the higher the pitch it makes. Find out what materials will make the loudest or softest rattles. Try to guess what object is in a container just by shaking it.

Tambourine



Materials:

two aluminum tins
from pot pies or frozen pies
four metal bottle caps
stapler

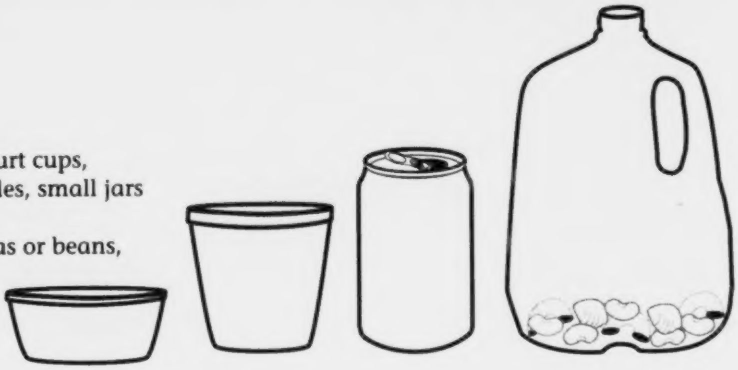
Procedure:

1. Have the children put the bottle caps inside one of the pie tins. Place the other pie tin on top of the first so that the two rims match up.
2. Staple all around the edges of the pie tins.
3. Shake!

Recycle Rattles

Materials:

a reusable container: milk cartons, yogurt cups, margarine containers, medicine bottles, small jars or boxes, soda cans, juice cans, etc.
rattle material: uncooked rice, dried peas or beans, buttons, paper clips a rubber eraser, marbles, pasta, rocks, sand, etc.
crayons
tape



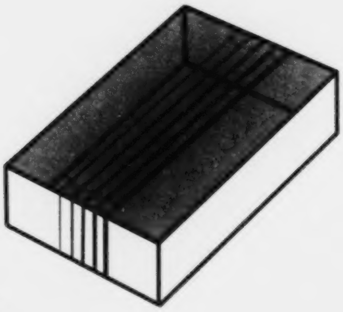
Procedure:

1. Let children design the outside of the container with crayons.

2. Have children choose what material they want to put into their container (only a small amount is needed). Loudness will depend on the material put inside and the hardness of the container. Experiment with different types of materials for different sounds.

3. Cover container tightly and secure with a few pieces of tape.

4. Shake!



Guitar

Materials:

shoe box, cigar box
rubber bands of different size and width
crayons or markers

Procedure:

1. Remove the cover from the box.

2. Let children color and design the outside of the box with crayons or markers.

3. Give each child a few different sized rubber bands to stretch across the opening of the box.

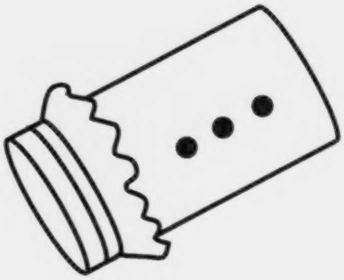
4. Strum across the rubber bands with your fingers or other objects.

5. Ask the children which rubber bands make the highest sound.

Flute

Materials:

empty toilet paper or paper towel roll
rubber band
wax paper
pencil
crayons or markers
scissors



Procedure:

1. Let children decorate the paper roll with crayons or markers.

2. Help them poke three or four holes in the roll using a sharp pencil.

3. Cut or rip a circle from the wax paper that is about two inches wider than the diameter of the roll.

4. Children can help wrap the wax paper around one open end of the roll. Make sure it's tight and smooth. Secure the wax paper in place with a rubber band.

5. Hold the open end of the flute to your mouth and hum or blow into the roll.

Going Beyond:

- Use these instruments to accompany the songs in the "Sing for Recycling" section.
- Talk about the materials that were used to make these instruments.
- Have your children think of other instruments that can be made from reusable items. For example, put thimbles on your fingers and strum across an old washboard, hit two spoons together, or partially fill several glass bottles with water and tap the bottles gently with a metal spoon to make various tones.

Recycle Memory Game

Goals:

To recall positions of playing cards and practice matching identical cards.

Materials:

large flat playing surface
Recycle Memory Game cards*
*Found in the Wee Recyclers Resources.

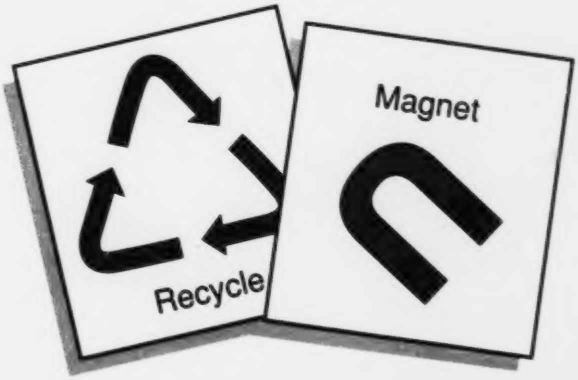
Preparation:

Before cutting cards apart, reinforce the paper with cardboard and laminate or cover with clear contact paper.

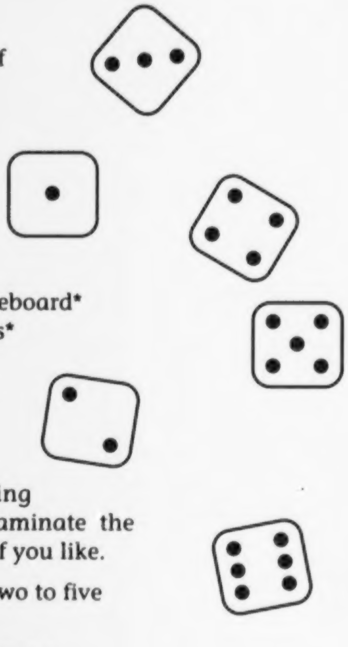
Number Of Players: one or more

How To Play The Game:

The number of cards used may be adjusted to the age of the players. The game is played by spreading the cards out on a flat surface face down. No cards should be overlapping. Children take turns turning over two cards at a time. The object is to turn over a matching pair. When a player turns over a matching pair, the player takes the matching cards and puts them in a pile in front of him. If the pair of cards don't match, then the cards are returned face down in the same positions. Children must try to remember the position of the cards they need in order to make a match. The game ends when all the cards are matched and picked up.



Recycle Sort Game



Goals:

To match pictures of recyclable items.

To practice number identification.

Materials:

one playing die
Recycle Sort Game gameboard*
Recycle Sort Game cards*
*Found in the Wee
Recyclers Resources.

Preparation:

Cut apart the playing cards. Reinforce and laminate the cards and game board if you like.

Number Of Players: two to five

How To Play The Game:

Shuffle cards and deal them out to all players. Players will take turns rolling die. The number rolled matches a number and an item on the wheel. If the player has a matching card in his hand, the player places it on the corresponding recycle box on the game board. If the player doesn't have the indicated card, she must pass. Players continue to take turns rolling a number and discarding from their hands onto the recycle boxes. The game ends when all players have laid down the cards in their hands.

Variations: If children are learning to recognize numbers (instead of numbers of dots on a die), three or four sets of cards numbered 1-6 can be made. Instead of rolling a die, children can then pick a numbered card at the beginning of their turn. Or if children are learning to recognize spelling of numbers, cards can be made with the numbers spelled out.

Action Games and Toys

Goal:

To help children develop coordination and fine motor skills while playing with toys made from reusable items.

Wee Bowling

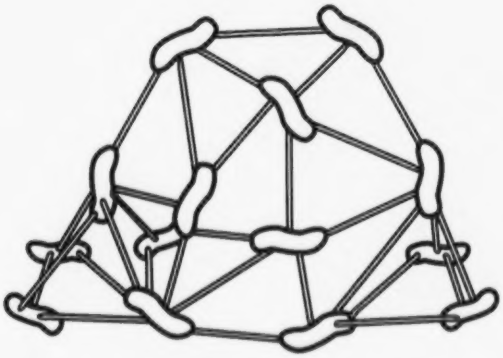
Materials:

plastic two-liter soda bottles or
half-gallon milk bottles
rubber ball

Procedure:

1. Let children decide how to set-up the bottles and determine a line behind which to stand.

2. Children should take turns rolling the ball at the bottles to see how many they can knock down.



Building With Polystyrene*

Materials:

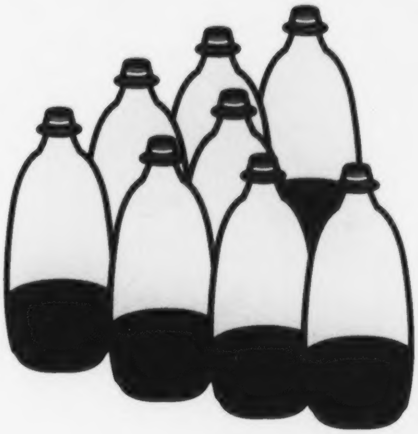
polystyrene packing pieces
toothpicks

Procedure:

1. Use packing peanuts to connect toothpicks. Push both ends of the toothpick into a packing piece.

2. Experiment with building towers, spaceships, or boats — the peanuts will float.

**Caution: small pieces may be swallowed by young children. Do this activity with older children under strict supervision.*



Bat and Ball

Materials:

several sheets of newspaper

balloon

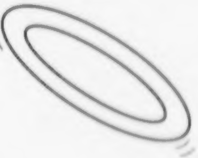
tape

Procedure:

1. Roll together several sheets of newspaper to form a bat. Secure loose ends with tape.

2. Blow up the balloon to use as a ball.

3. Use the paper bat to keep the balloon floating in the air.



Flying Rings

Materials:

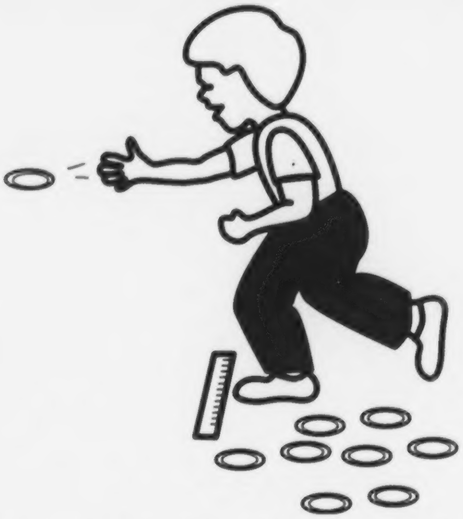
large plastic lids (from coffee cans or ice cream
buckets)
scissors

Procedure:

1. Cut the centers out of the plastic lids to make a ring.

2. Use the rings to play catch or ring toss.

Cap Toss

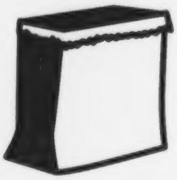


Materials:

5-20 plastic caps (from plastic soda, milk and bleach bottles)

paper grocery bag

meter-stick or long piece of string to make a line to stand behind



Procedure:

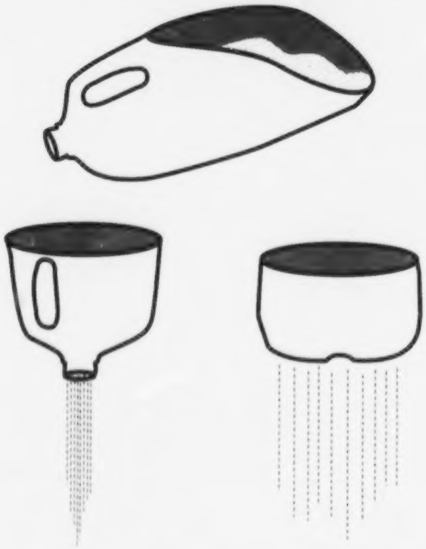
1. Stand an open paper bag on the floor and fold down the top. Place a book in the bottom of the bag to keep it from falling over.

2. Make a line on the floor a few feet from the bag. Everyone must stand behind this line when tossing the caps.

3. Toss one cap at a time. See how many you can get into the bag.

4. When all the caps have been thrown, count how many you got into the bag.

5. Gather the caps and try again. Make a chart to keep track of how many you get in the bag.



Sand Scoops, Sieves and Funnels

Materials:

plastic milk jugs, bleach bottles, two-liter soda bottles
scissors
sharp nail

Procedure:

1. Cut a plastic bottle in half with a scissors.

2. Use the half with a handle and spout for a scoop or funnel.

3. Use the other half for a scoop or for a sieve by poking holes in the bottom with a sharp nail.

Bubble Maker

Materials:

detergent
glycerine (from your pharmacy)
water
shallow dish
plastic six-pack holder

Procedure:

1. Mix gently one part detergent to 10 parts water in a shallow dish. Don't make lots of suds. Add glycerine (one teaspoon/gallon bubble mix).

2. Dip the six-pack holder into the solution and lift it out slowly.

3. Wave the six-pack holder through the air to make bubbles.

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Agencies:

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Kid's Earth Works Group, 1400 Shattuck Ave., #25, Berkeley, CA 94709.

National Audubon Society, 950 3rd Ave., New York, NY 10022.

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National Wildlife Federation, 1412 16th St. NW, Washington, DC 20036.

Sierra Club, 730 Polk St., San Francisco, CA 94109.

Credits and Acknowledgements:

Editors: Renee Mabie and Joel Stone

Editorial Advise: Cathy Cliff, Susan Gilchrist, Judy Klippel, Sherry Klosiewski, Linda Lopeman, Jeff Smoller, Shelley Heilman and Dennis Yockers

Graphic Design and Illustration: Georgine Price
Illustrations on pages 14, 16, 25, 27, 35, 37, 38 : Linda Pohlod

Special thanks for material review and advice: Kathleen Hunt, Madison; Shirley Napgezek, Milwaukee; Childrens Edu-Care, Milwaukee; Dane County Head Start, Madison; Mary Linsmeier Preschools, Milwaukee and Red Caboose Day Care, Madison

Produced by:
Wisconsin Department of Natural Resources

Your comments and suggestions about this guide are welcome. Address your comments to:

Recycling Education Coordinator
Bureau of Information & Education
Wisconsin Department of Natural Resources
Box 7921
Madison, WI 53707

028GP3/92

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Order form to replace WEE RECYCLERS supplemental materials

From
STATE OF WISCONSIN
DEPARTMENT OF NATURAL RESOURCES
PUBLICATIONS
2421 Darwin Road
MADISON, WISCONSIN 53704

Name ____________________

Organization ____________________

Phone (____) ____________________

3/92 Please print and include street address ↑ *This is a return label* ↑

INSTRUCTIONS: ***● Fill out MAILING LABEL in the upper right corner with your name, organization and address. ● PRINT YOUR NAME, ORGANIZATION, AND PHONE NUMBER on the lines to the left of label. ● Make check payable to DNR Publications. All orders must be prepaid. Prices include sales tax, postage, and handling. Mail check with your order to: DNR - Publications, 2421 Darwin Road, Madison WI 53704.***

WEE RECYCLERS MATERIALS

Quantity	Item	Price per Set	Total
RCY ____	Stickers (set of 120) (IE 126)	$ 1.10	____
RCY ____	Color labels for recycling center (set of 13) (IE 118)	1.00	____
RCY ____	Magnets (set of 2) (IE 127)	.60	____
RCY ____	Iron on decals (set of 24) (IE 128)	1.40	____
RCY ____	Posters (set of 11) (IE 125, IE 134, IE 117, IE 124)	4.00	____
	(Items sold by set only.)		____ Total

Wee Recyclers

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WEE RECYCLERS ORDER FORM

Wee Recyclers is an exciting new early child care program developed by the Wisconsin Department of Natural Resources in cooperation with many day care/preschool programs. Wee Recyclers helps young children learn the importance of reducing, reusing, and recycling. It has teacher background information, hands-on activities, stories, songs, crafts, and suggestions for additional related activities.

To order Wee Recyclers, fill in the form below and send along with a check to:

Wisconsin Department of Administration
DOCUMENT SALES
202 S. Thornton Avenue
P.O. Box 7840
Madison, Wisconsin 53707-7840

Stock Number	Item Description	Quantity	Rate	Total
1706	Activity guide binder, and posters		$12.70	
5% State sales tax (Wisconsin residents only).				
1/2% County sales tax (where applicable) . . . . County name ____________________				
Total Amount Due				

Make check payable to: DEPARTMENT OF ADMINISTRATION

Mail materials to:
(print or type)

Name: ____________________

Organization Name: ____________________
(if applicable)

Street: ____________________

P.O. Box: ____________________

City: ____________________ State: ______ Zip+4: ________

Phone number: (   ) ____________________
(Day time)

Classroom — Colored Pages

The supplementary materials in this section are to be used in the classroom to help teach the activities found in the **Wee Recyclers Activity Guide**. To protect and prolong the life of these materials, laminate or cover them with clear contact paper. Directions for suggested use of each item or activity are given in the guide.

Wee Magnet — Use in the Wee Recycling Center to sort steel (tin) and aluminum cans.

Recycling labels — Use in the Wee Recycling Center to identify containers. The labels are located in the front pocket of this notebook.

Litter Red Riding Hood story pages — Refer to "The Story of Litter Red Riding Hood".

Nature's Recyclers Storyboard cut-outs — Use these cut-outs along with the narrative found in "Nature's Recyclers Storyboard".

Recycle Memory Game cards — Directions for the use of these cards are in "Recycle Memory Game".

Recycle Sort Game gameboard — Directions for using the gameboard are in "Recycle Sort Game".

Recycle Sort Game cards — Use the cards with the gameboard to play the Recycle Sort Game.

Wee Recyclers stickers — Use the stickers to reward achievement, decorate something special, reinforce positive behavior, etc.

Wee Recyclers iron-on decals — Place the decal face down on a piece of light-colored cloth (a T-shirt, book bag, etc.). Using a warm iron, press with continuous motion for about 30 seconds. Peel the paper backing from the decal. If the decals are sent home with children, place each of them between two pieces of paper to prevent the decal from rubbing off.

Wee Posters — to be used in conjunction with activities found in the **Wee Recyclers Activity Guide**. The 11 posters accompany **Wee Resources** in a separate envelope.

Recycle — It's Easy
Wee Reader
"R" is for Recycling (8 posters)
Nature Recycles

All paper materials are printed on recycled paper. Illustrations by Georgine Price.

Wee Recyclers
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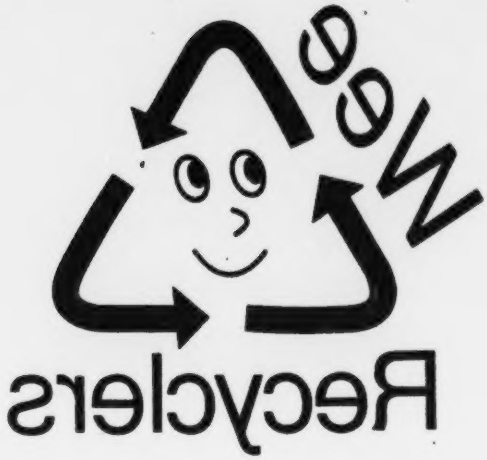
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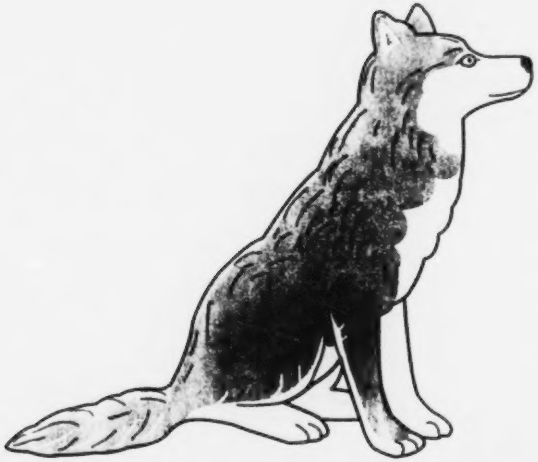
Iron-ons

The Story of Litter Red Riding Hood



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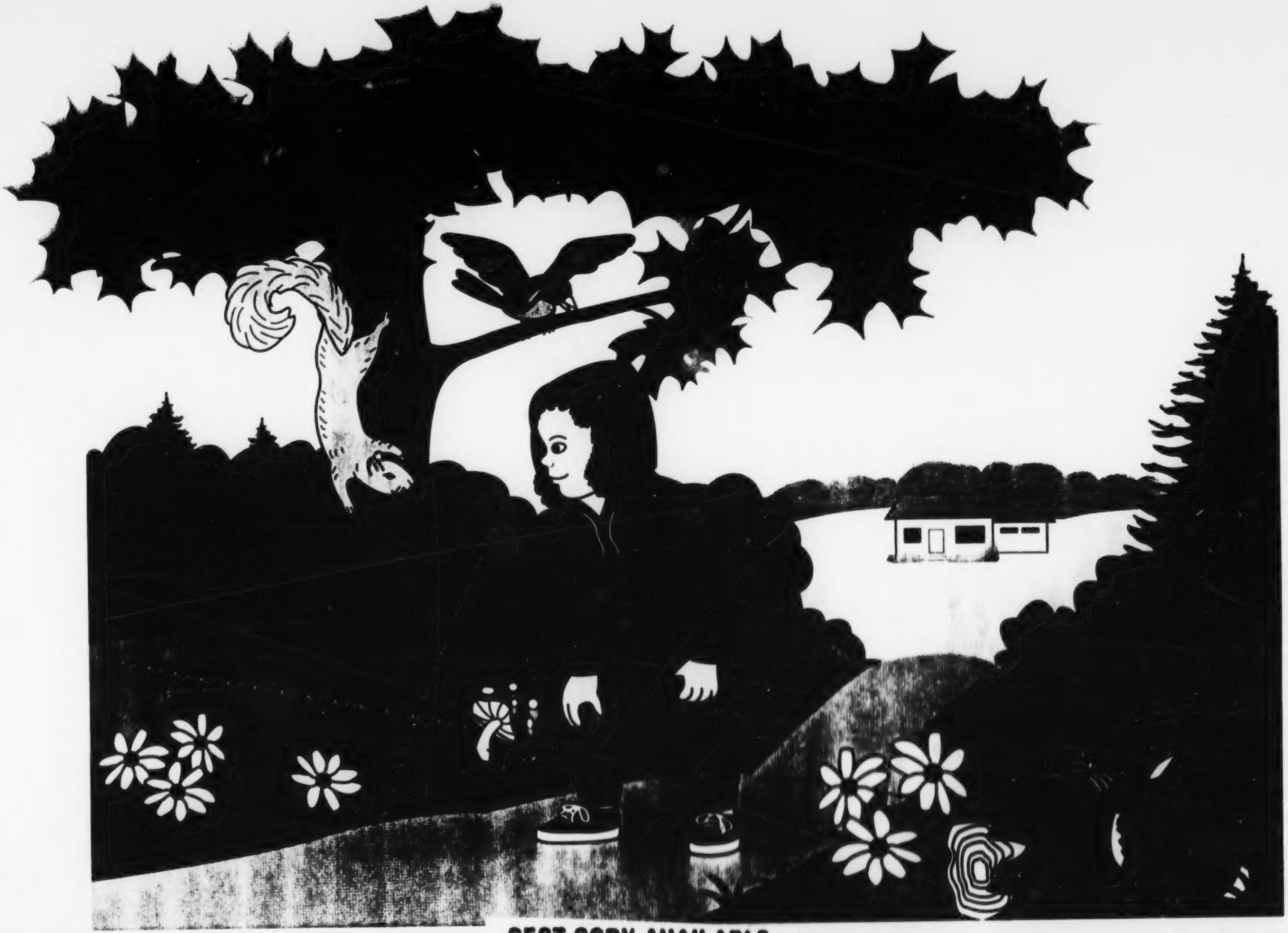

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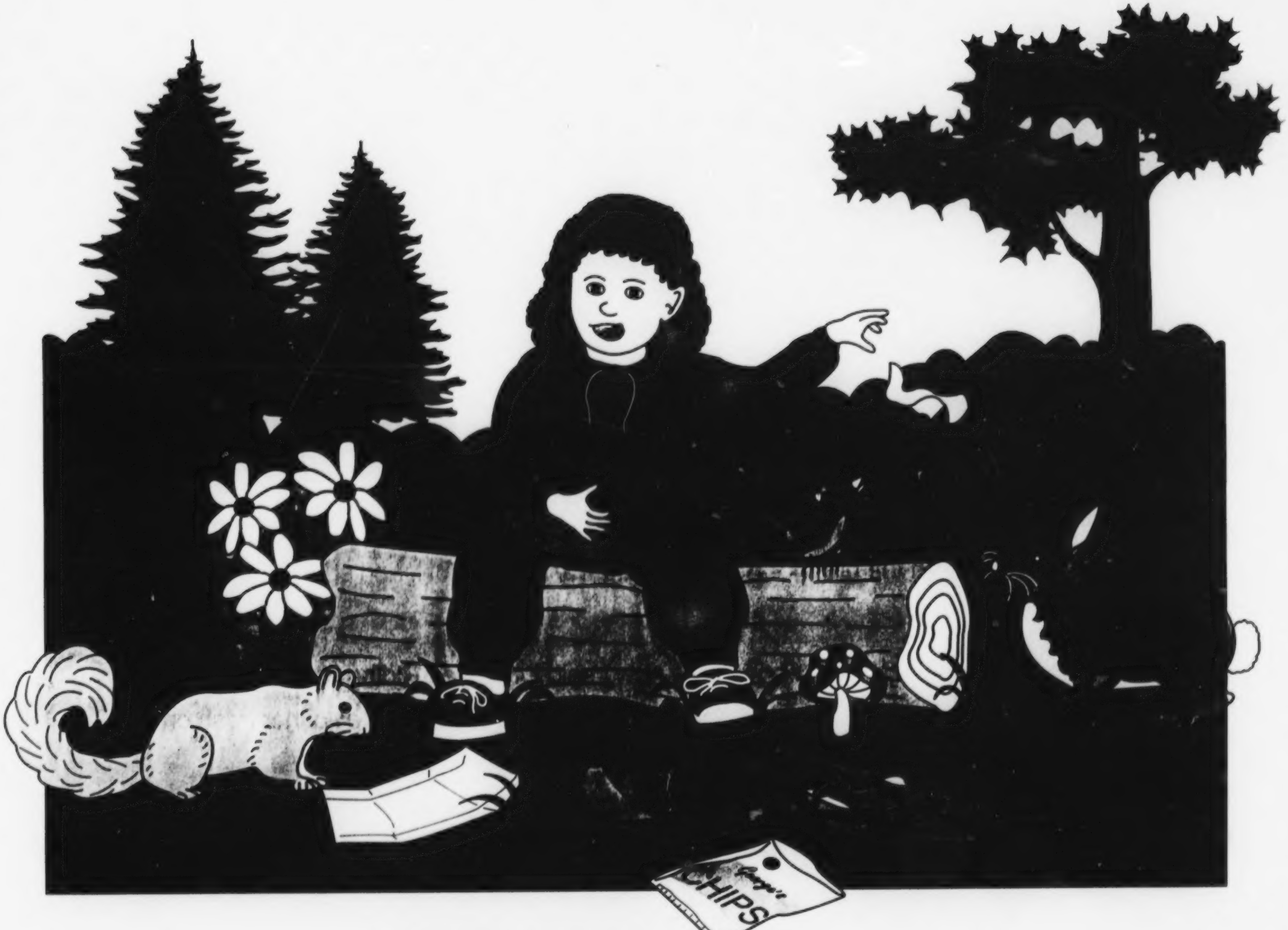
Litter Red Riding Hood

Page 1.

Litter Red Riding Hood lived in a house by a forest. One sunny day, she decided to go for a walk and have a picnic. She made her lunch and put it in a paper bag. Then she put on her red sweatshirt, pulled up the hood and went outside. Down the path she skipped into the forest.

As Litter Red Riding Hood skipped along, she smelled the flowers and pine trees. The squirrels and rabbits played hide-and-seek with her. The birds chirped and twittered; she whistled along with them. She jumped over logs and ran around rocks. Litter Red Riding Hood had so much fun playing with the creatures who lived in the forest.


George's
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Page 2.

Litter Red Riding Hood walked until she came to a grassy area.

“What a nice place to have my picnic,” she said. “I’m hungry.” She sat on a log and took her sandwich out of the paper bag.

“Mmmm, peanut butter and jelly, my favorite,” smiled Litter Red Riding Hood as she unwrapped her sandwich and gobbled it up. She threw the wrapper on the ground. Next, she ate a bag of potato chips and threw that bag on the ground. By now she was really thirsty. She drank a whole can of soda and tossed the can on the ground. The animals watched as the pile of trash grew bigger and bigger. All she had left was a big, juicy orange. She ate the orange and dropped the peelings on the ground. The orange was so juicy, it left her fingers sticky.

“Good thing I have a paper napkin to wipe my hands,” she thought as she wiped her hands and threw the napkin on the ground. Her lunch bag was now empty, and she dropped it on the ground too.

“That was a good lunch. I better go home now,” said Litter Red Riding Hood as she got up to leave. The animals were sad as they watched her walk away, leaving all of her trash on the ground.

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Wee
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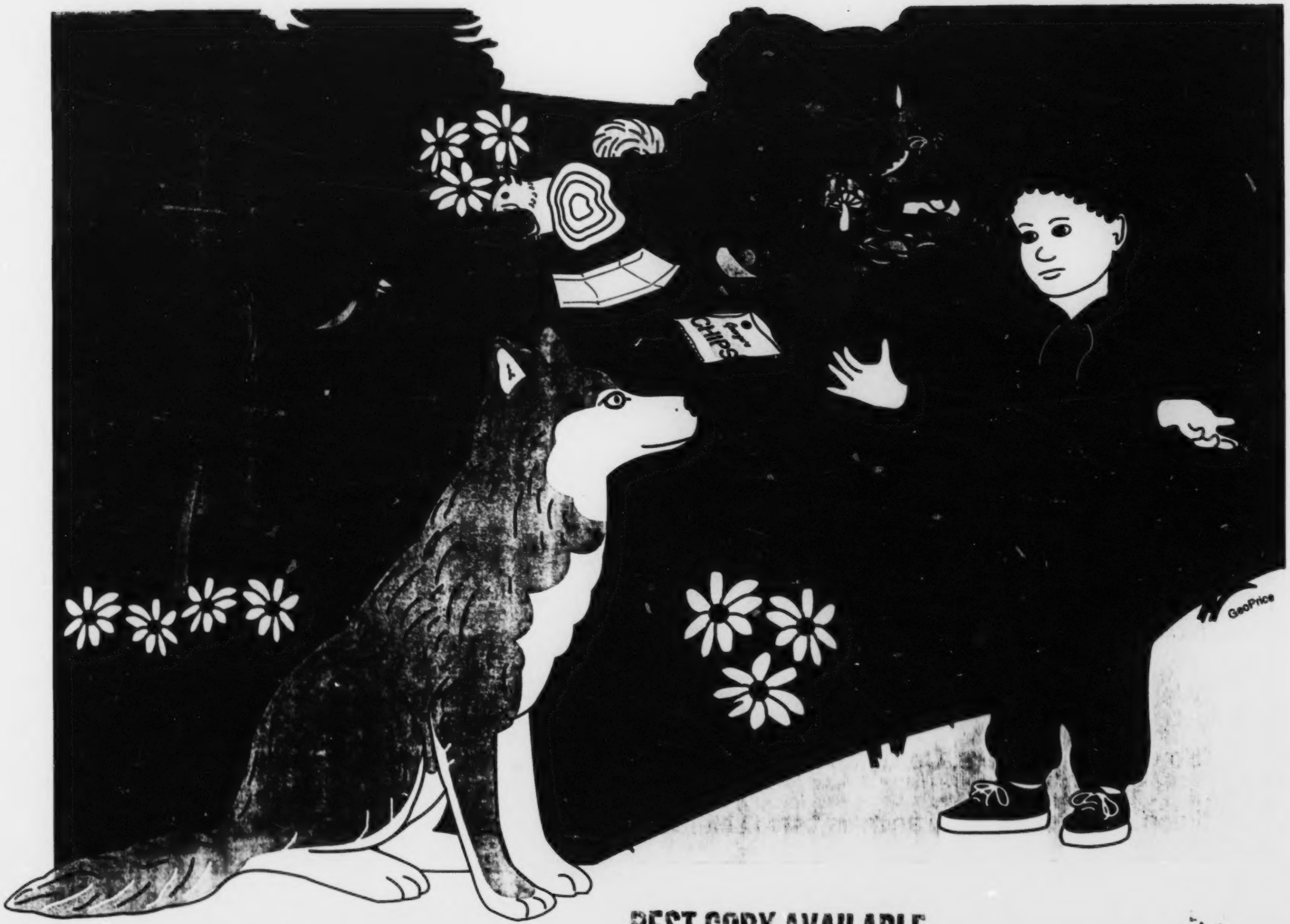
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Page 3.

Down the path she went, when suddenly a big wolf jumped out from behind a tree and blocked her way.

"Hello little girl. I am a wolf who lives in this forest. Who are you?" he asked.

"I'm Litter Red Riding Hood," she answered.

The wolf asked, "Is that your trash over there on the ground?"

"Yes, I guess so," she said. "That's where I ate my lunch."

"I can see that, and I can see how you got your name," replied the wolf.

"My name?" she asked.

"Yes, LITTER Red Riding Hood," said the wolf, "because you leave litter everywhere you go!"

"I do? What's litter?" asked Litter Red Riding Hood.

"See that mess you left over there? That's litter," explained the wolf. "Litter is trash that people leave on the ground."

"Well, I guess it does look kind of messy," she said. "I didn't want that trash anymore."

"So you left it all here. Don't you know litter can hurt plants and animals?" asked the wolf.

"I don't want to hurt any animals," said Litter Red Riding Hood. "They're my friends. I'm sorry."

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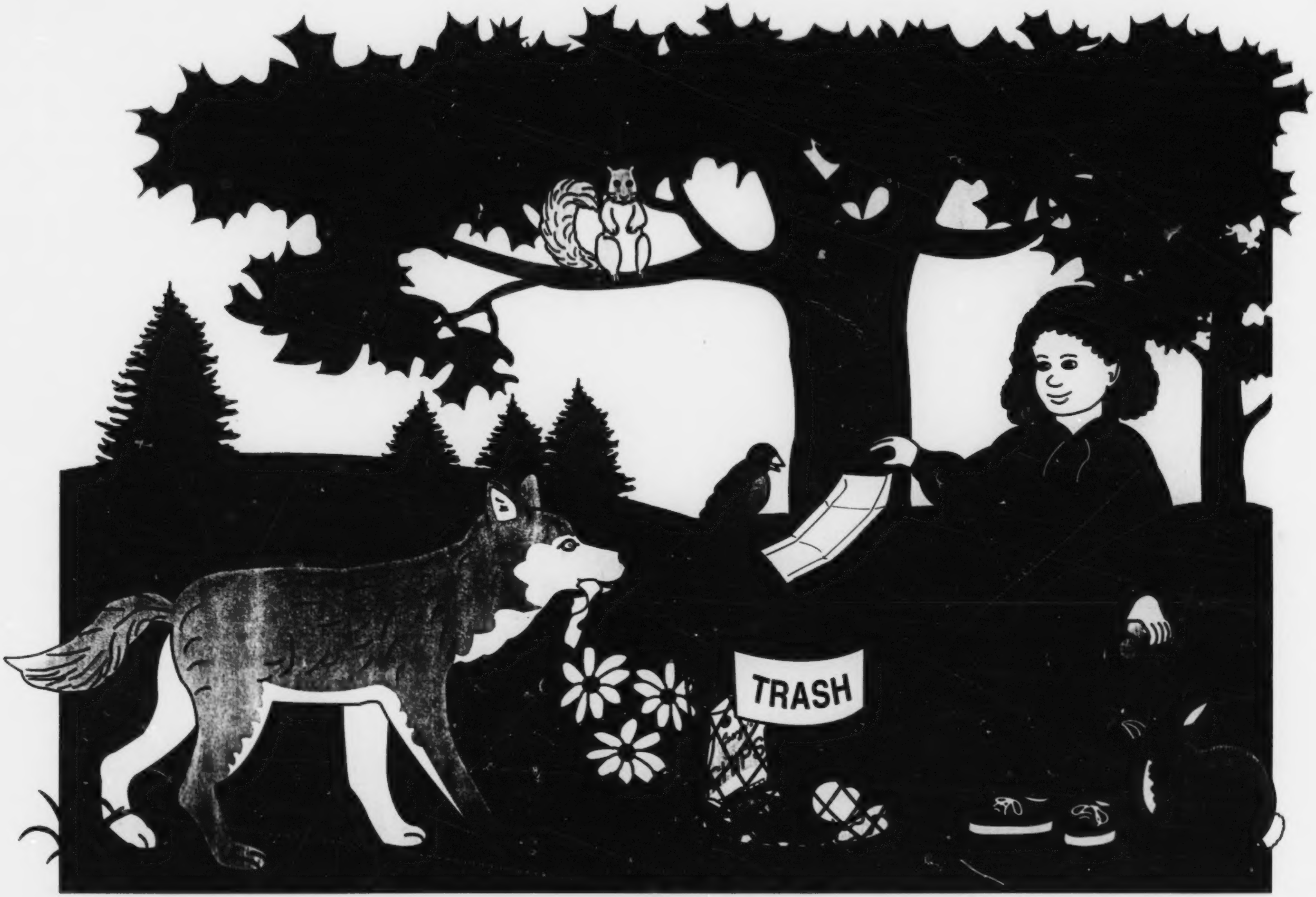

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Page 4.

The wolf started thinking, “I have a good idea. Why don’t you be like some other children I know — the Wee Recyclers.”

“Wee Recyclers?” asked Litter Red Riding Hood. “Who are they?”

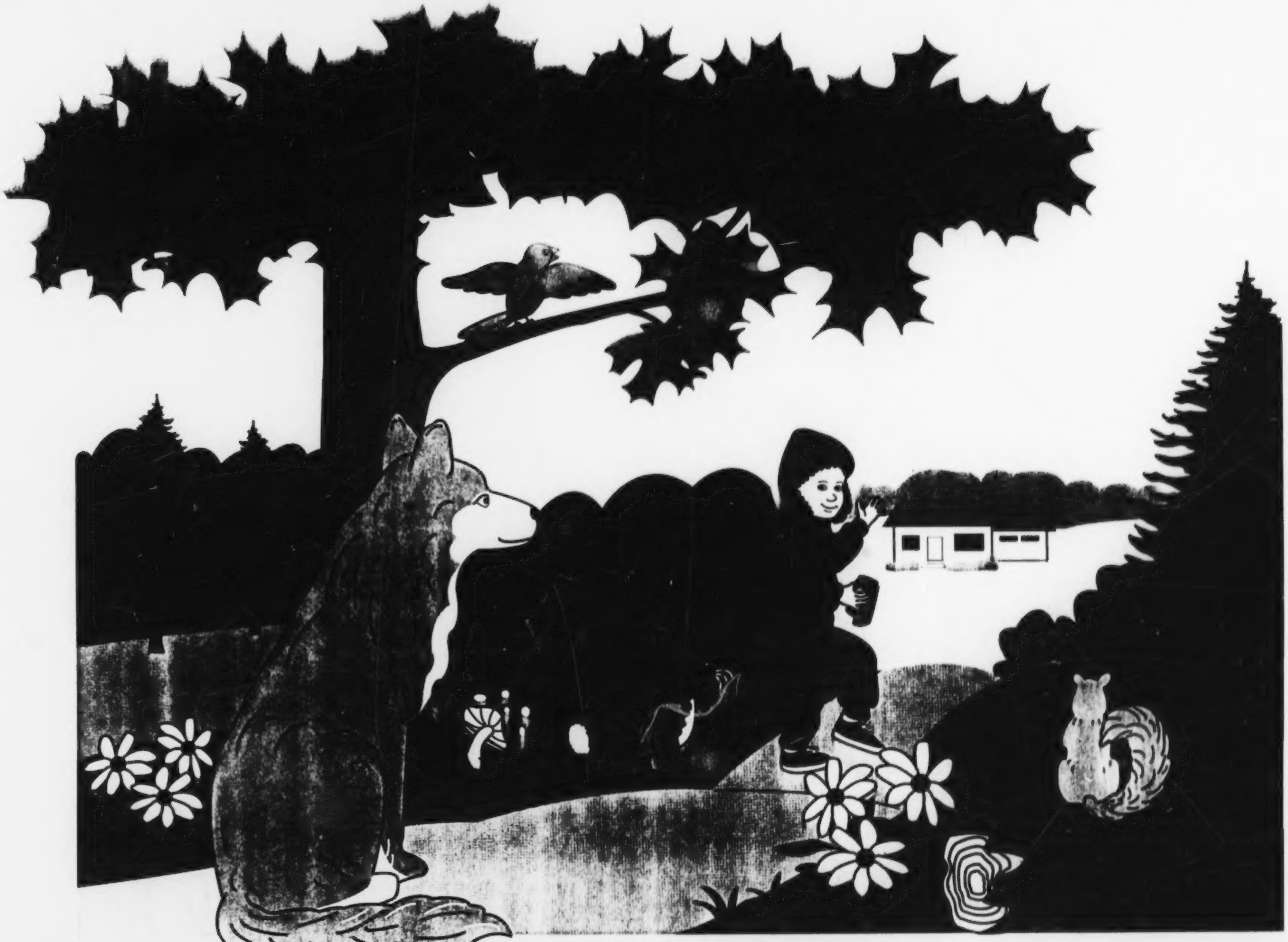
“Wee Recyclers are children who care about the earth — animals and forests and people and neighborhoods,” said the wolf.

“I care about animals and forests and people and neighborhoods too,” replied Litter Red Riding Hood. “What do Wee Recyclers do?”

“Well, a Wee Recycler puts litter where it belongs, like in a trash can or barrel,” explained the wolf. “They reuse things like your paper bag. They recycle things like your soda can.”

“Hey! I can do all that. I want to be a Wee Recycler too!” said Litter Red Riding Hood.

Together Litter Red Riding Hood and the wolf picked up the litter. They put some of it in a trash can. Litter Red Riding Hood said she would recycle the soda can and reuse the paper bag. The animals watched and were happy



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Page 5.

“From now on, we will call you WEE Red Riding Hood,” said the wolf.

“Oh thank you. And from now on, I will always put my trash in the trash can, and I’ll recycle what I can,” she said.

“Good-bye,” said the wolf. “The animals and I thank you. Please tell your friends to be Wee Recyclers too.”

“I will,” said Wee Red Riding Hood.

She skipped down the path, happy to be a Wee Recycler.

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Nature's Recyclers storyboard cut-outs

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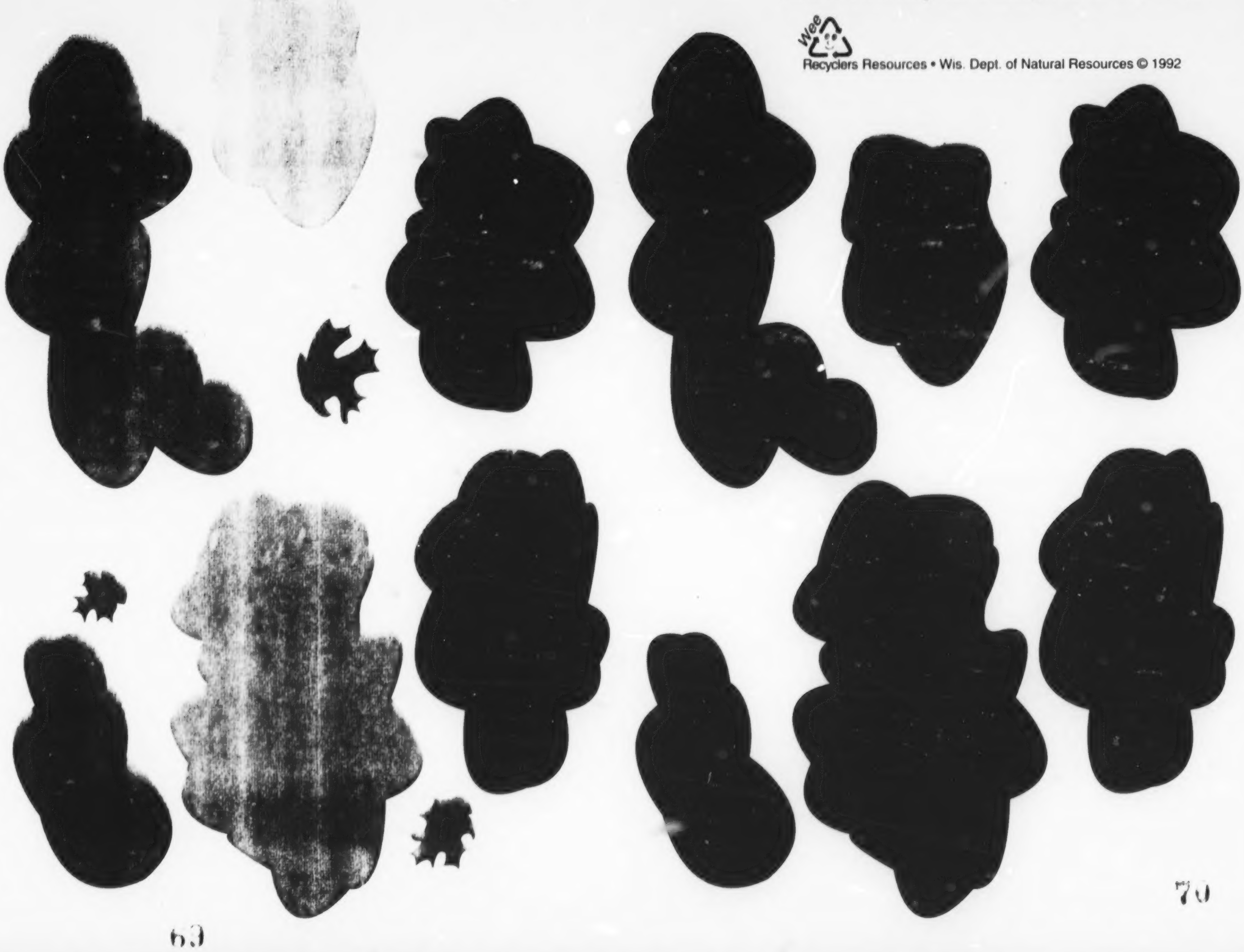

Nature's Recyclers storyboard cut-outs

Wee

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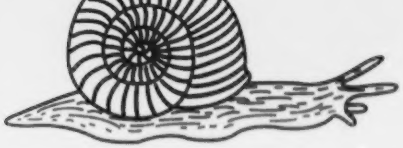

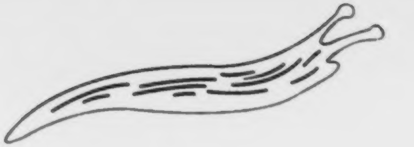

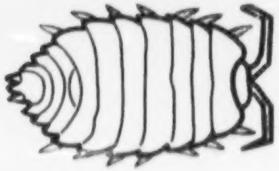

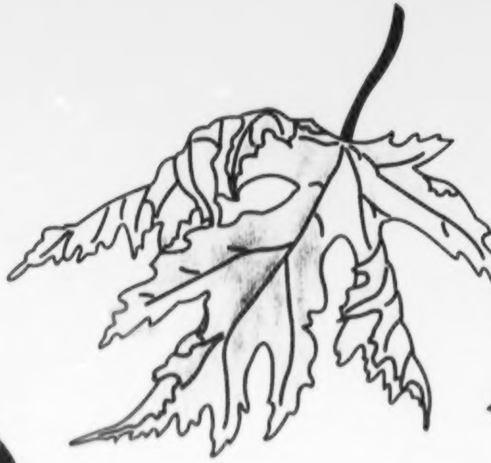

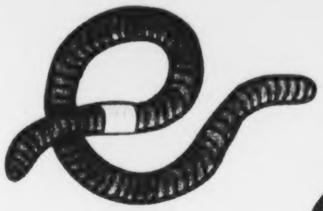

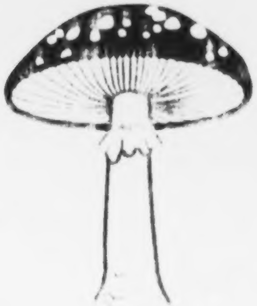

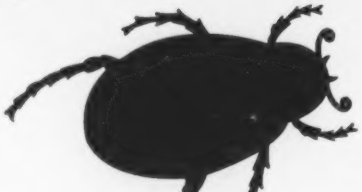

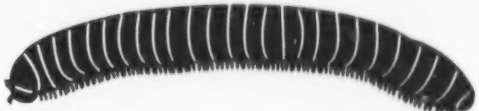

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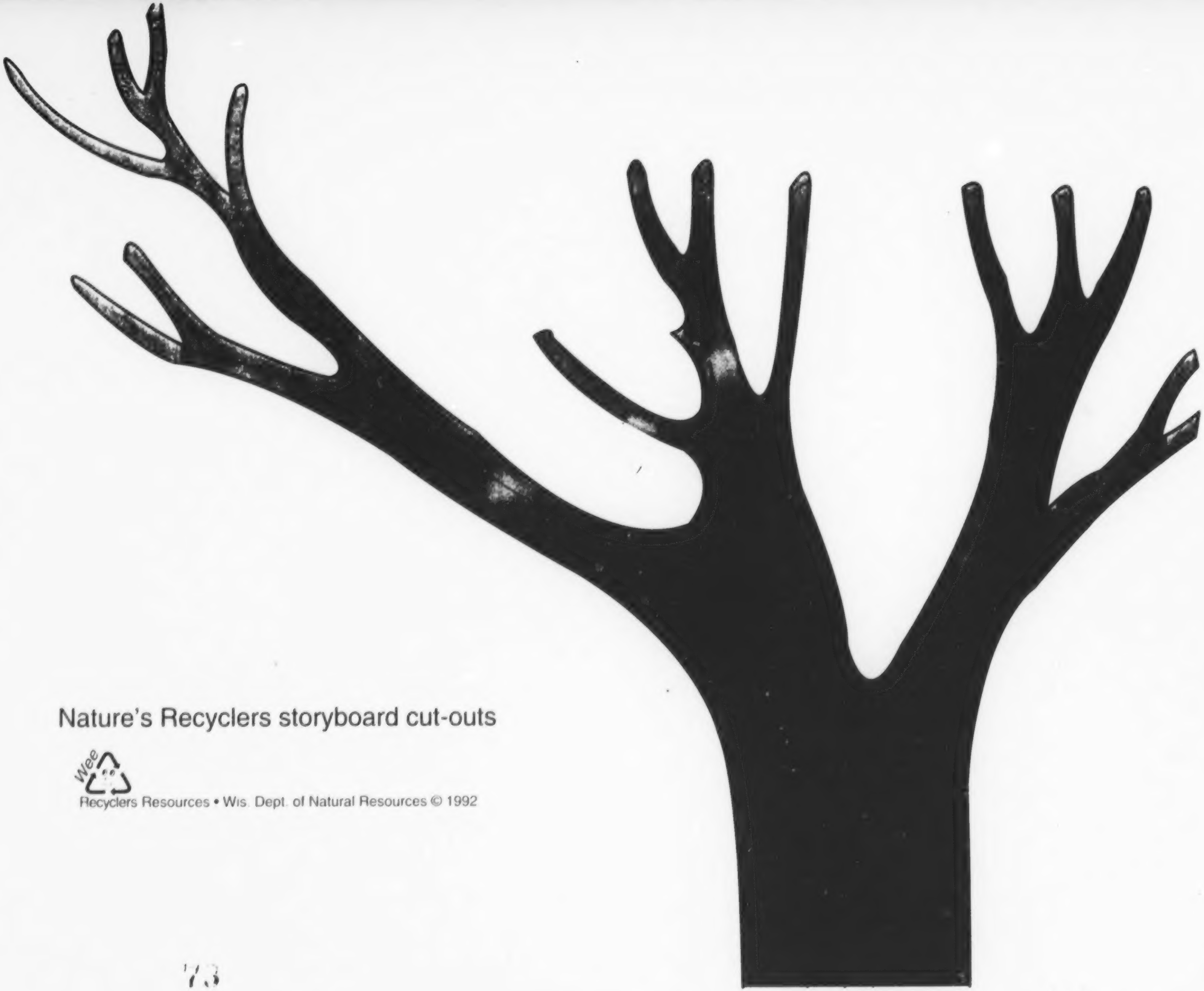

Nature's Recyclers storyboard cut-outs

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Nature's Recyclers storyboard cut-outs

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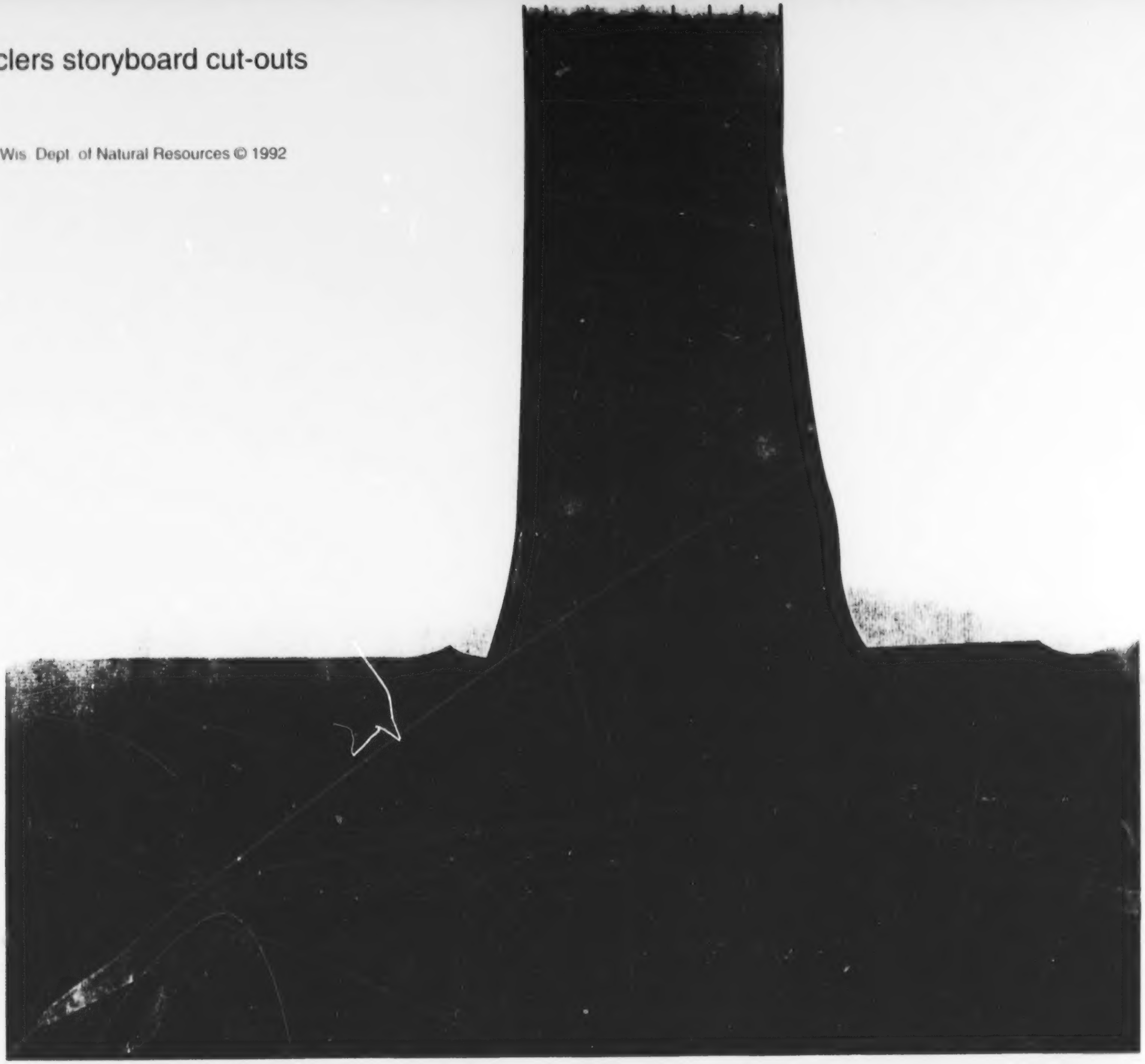

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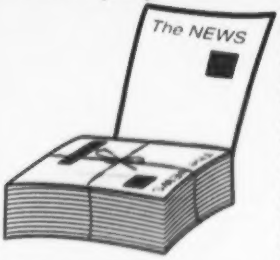

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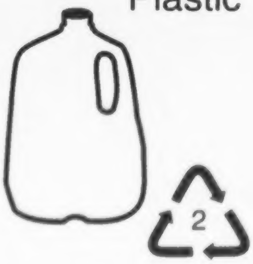

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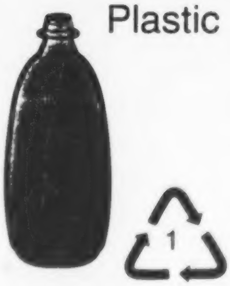

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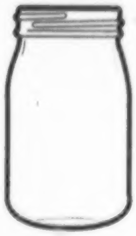

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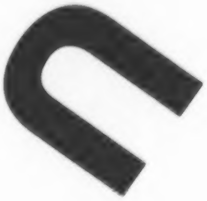

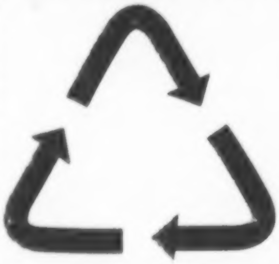

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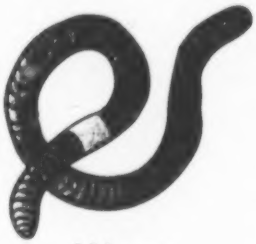

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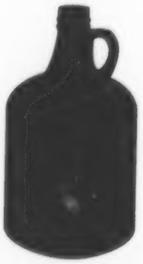

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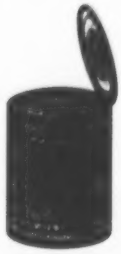

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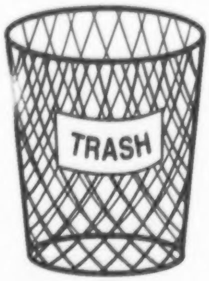

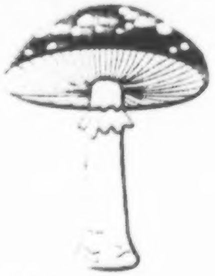

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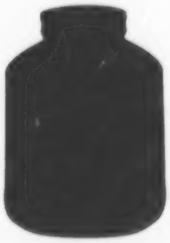

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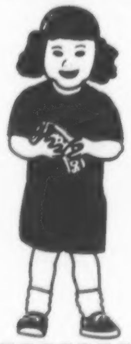

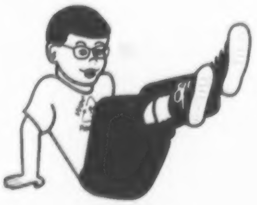

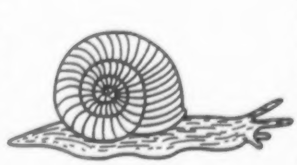

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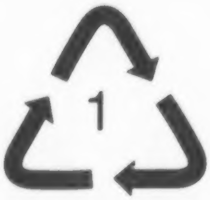

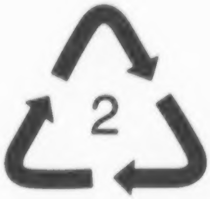

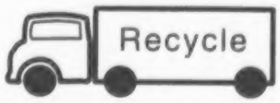

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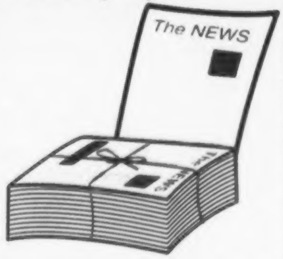

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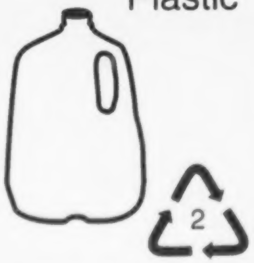

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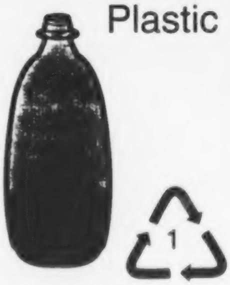

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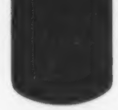

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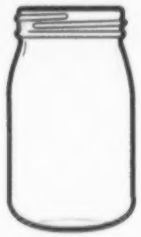

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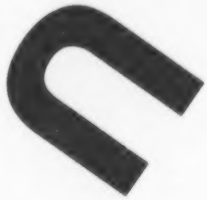

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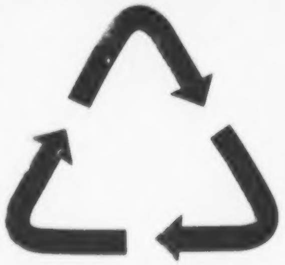

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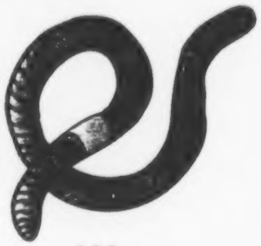

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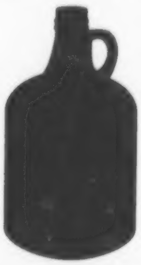

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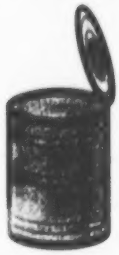

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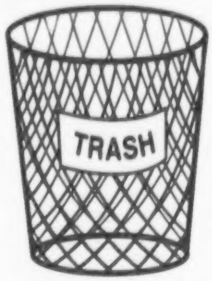
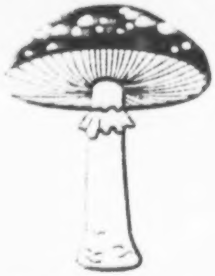
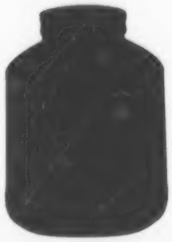
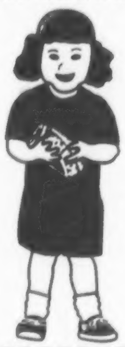


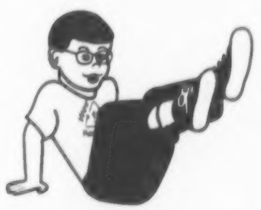


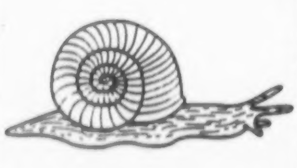
Mushroom



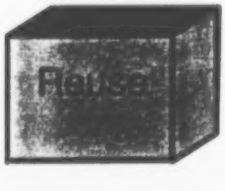
Brown Glass

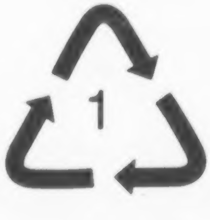


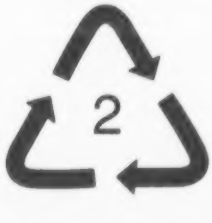


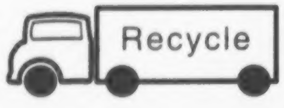


Snail









Memory Game

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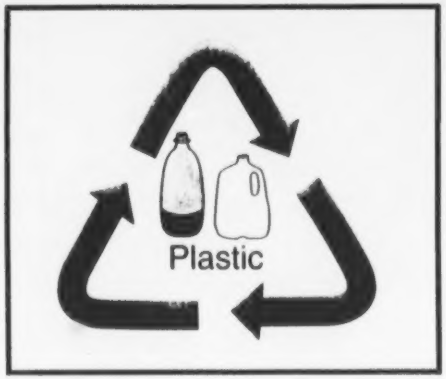
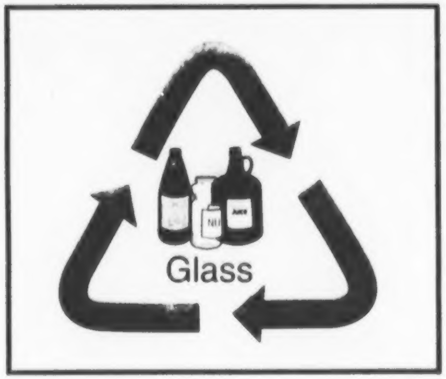
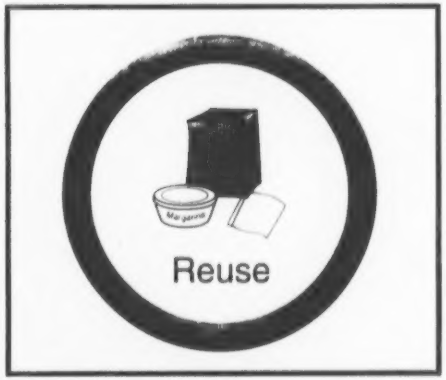
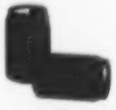
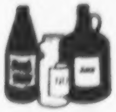
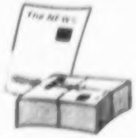
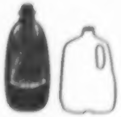
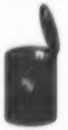
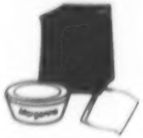
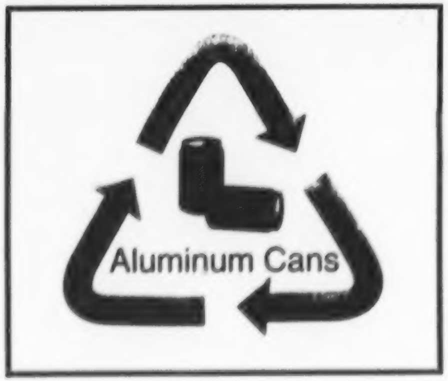


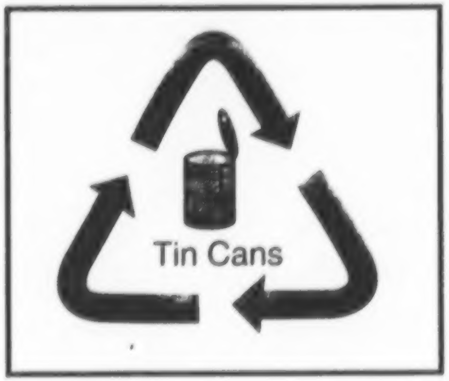


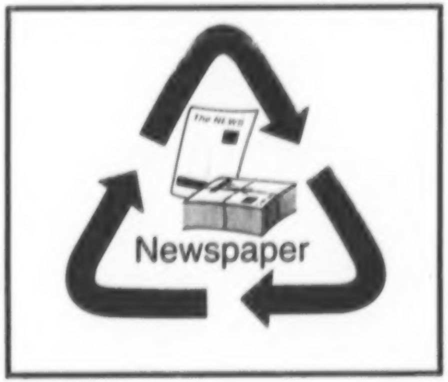


Recycle Sort Game

1	⚀	**One**	
2	⚁	**Two**	
3	⚂	**Three**	
4	⚃	**Four**	
5	⚄	**Five**	
6	⚅	**Six**	


Aluminum Cans





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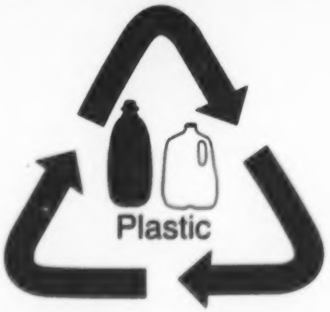
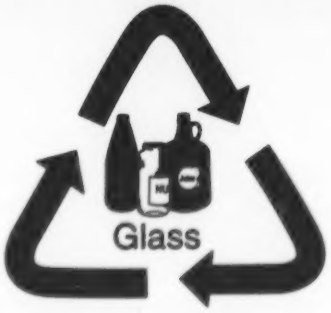
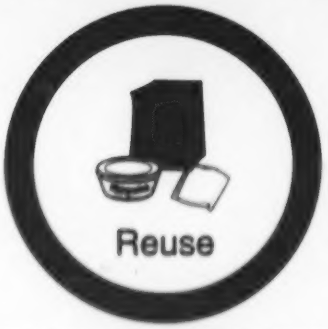

Plastic


Glass


Reuse

Plastic

Glass

Reuse

Plastic

Glass

Reuse

Plastic

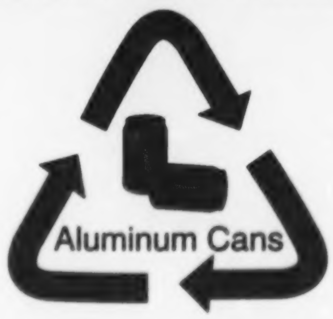
Glass

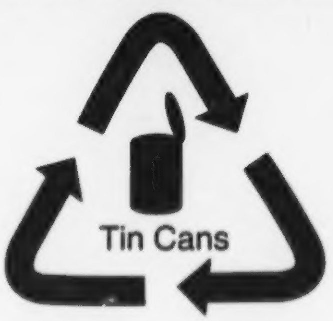
Reuse

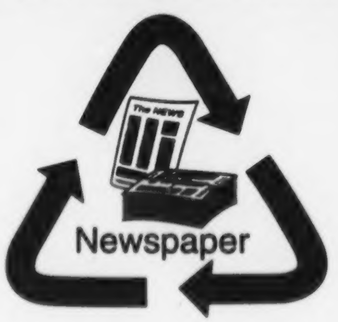
Plastic

Glass

Reuse


Aluminum Cans


Tin Cans


The NEWS
Newspaper

Aluminum Cans

Tin Cans

The NEWS
Newspaper

Aluminum Cans

Tin Cans

The NEWS
Newspaper

Aluminum Cans

Tin Cans

The NEWS
Newspaper

Aluminum Cans

Tin Cans

The NEWS
Newspaper

Classroom — Black and White Pages

The supplementary materials in this section are to be used in the classroom to help teach the activities found in the **Wee Recyclers Activity Guide**. To protect and prolong the life of these materials, laminate or cover them with clear contact paper. Directions for suggested use are given in the guide.

Wee Recycling Center sign — Hang this sign near the collection containers in your Wee Recycling Center.

Landfill picture — Use this picture when you teach "The Overflow Problem".

Recycle Symbol page — Refer to the "Recycle Match" activity.

The Plastic Code — This page will give you background information on the various types of plastic that are used in making packages. Use it when teaching "Count On Plastic".

Wee Reggie puppet pattern — Use this puppet in "Wee Reggie and His Recyclable Friends".

Travis Trash & Wee Ron Story pages — Refer to "The Stories of Travis Trash and Wee Ron".

Rocky Raccoon, Freddy Fox and Oprah Owl puppet patterns — Use these puppets in the "Dirty Ditches Puppet Play".

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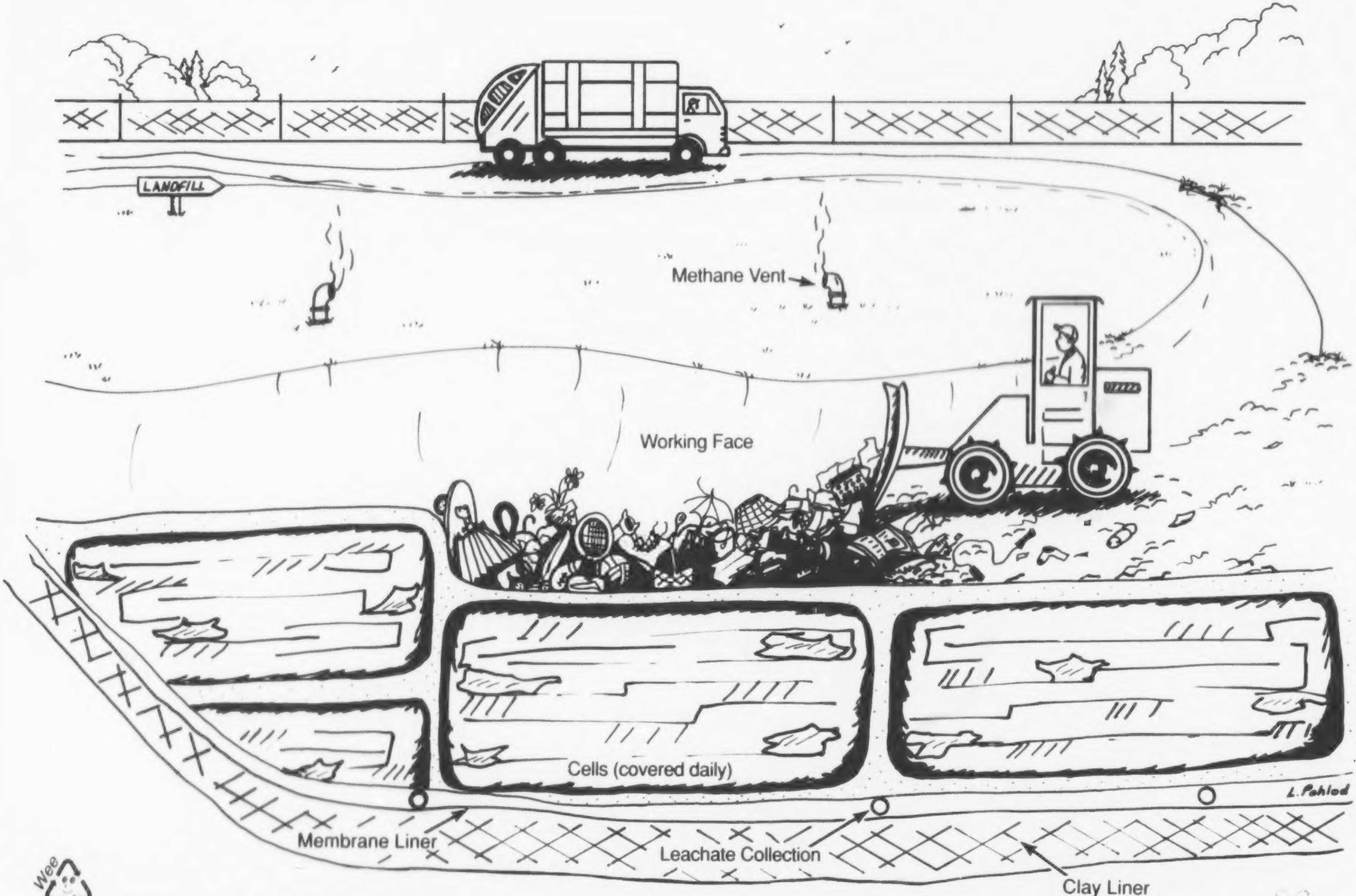
These materials are printed on recycled paper. Illustrations by Georgine Price and Linda Pohlod.

Wee Recycling Center

Sanitary Landfill


LANDFILL
Methane Vent
Working Face
Cells (covered daily)
L. Pohlod
Membrane Liner
Leachate Collection
Clay Liner

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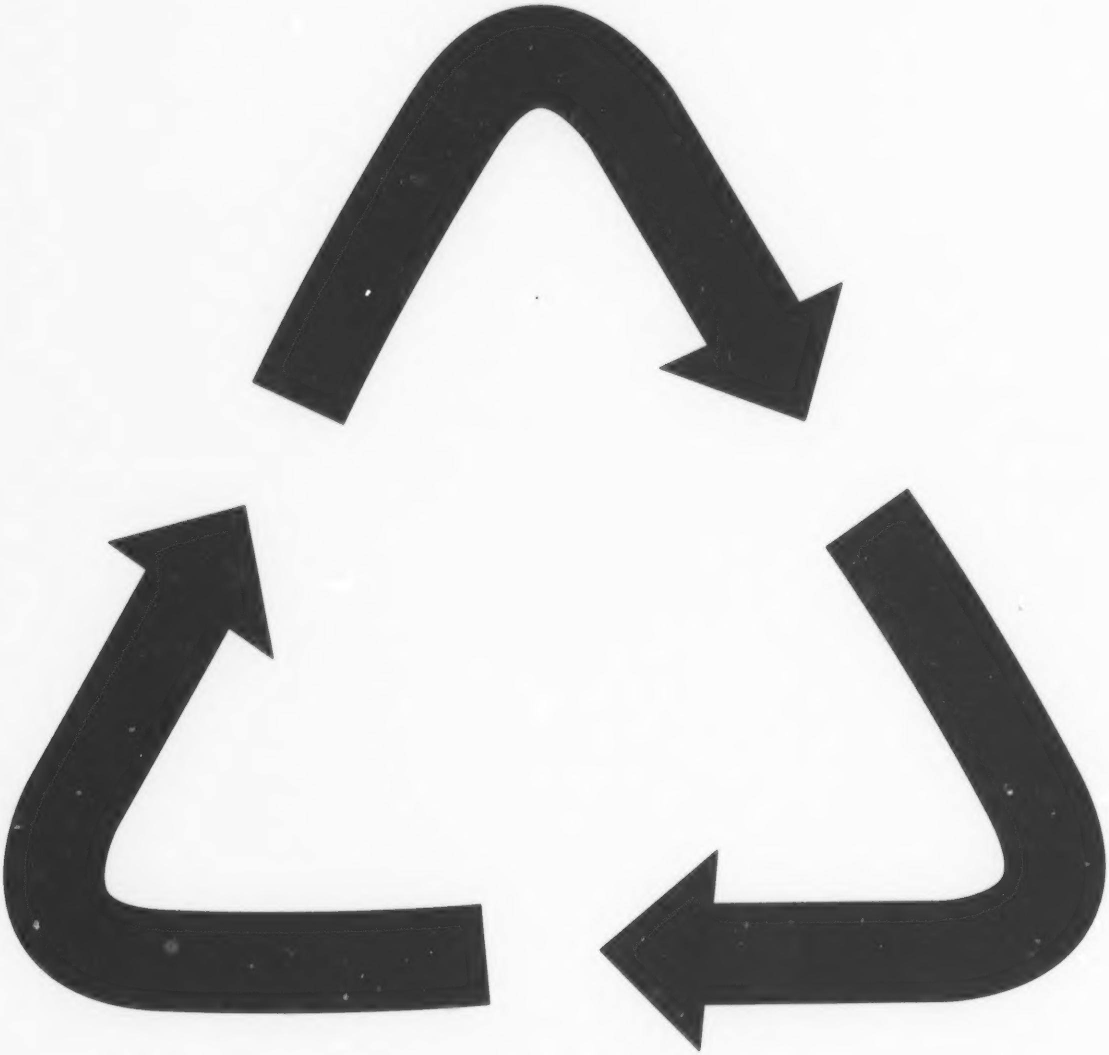
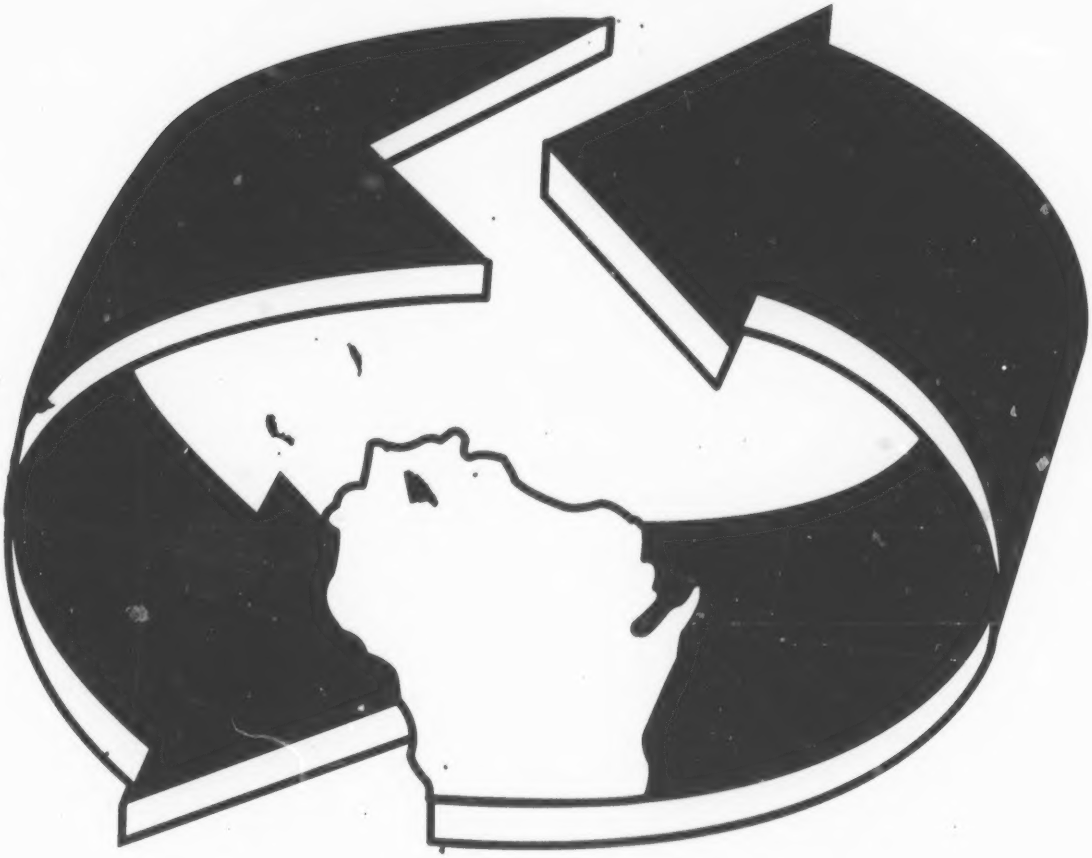
This means

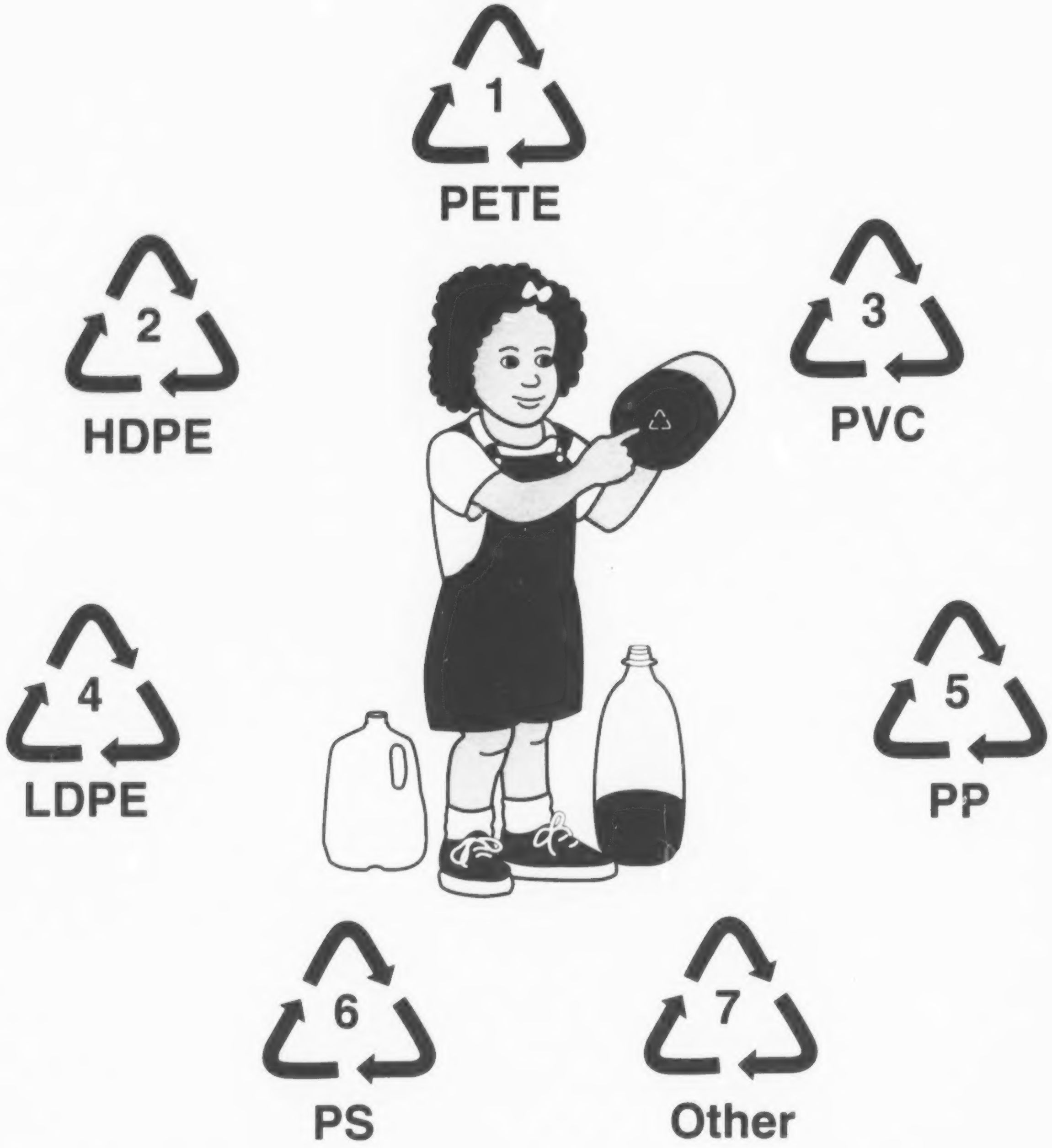


Recycle

Wisconsin's Recycling Symbol



The Plastic Code

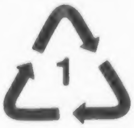

1
PETE
2
HDPE
3
PVC
4
LDPE
5
PP
6
PS
7
Other

The Plastic Code

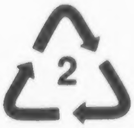
Puzzled by plastics? Many people are puzzled by which plastics can be recycled. Fortunately, The Society of the Plastics Industry, Inc. developed a coding system to help recyclers identify the types of plastic used in making bottles and other containers.

The code consists of a recycling triangle with a number in the center. Each number represents a different type of plastic. The letters sometimes found under the triangle abbreviate the name of the plastic. Generally, the coding symbol is imprinted on the bottom of a plastic container.

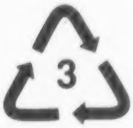
Though most plastics can be recycled, only #1 (PETE) and #2 (HDPE) type plastics are readily recyclable and marketable (to date of this printing). Hopefully as recycling technologies increase, all plastics will be efficiently and safely recycled.



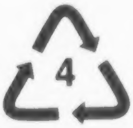
PETE- polyethylene terephthalate
Common forms: two liter soft drink bottles, some jars
Recycled into: fiberfill, carpet backing, nonfood containers
Problems: high level pollutants inherent in manufacturing process, high probability of releasing noxious compounds during combustion
*Good recycling market



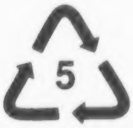
HDPE- high density polyethylene
Common forms: milk and household soap bottles
Recycled into: "plastic lumber", piping, drain tiles, flower pots, some soap bottles
Problems: some pollutants inherent in manufacturing, noxious compounds released during combustion.
* Good recycling market



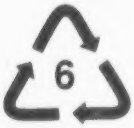
PVC- polyvinyl chloride
Common forms: salad oil containers, clear film for packaging meat
Recycled into : limited to construction and auto industry plastics
Problems: high levels of pollutants inherent in manufacturing process, high probability of releasing noxious compounds during combustion
* Limited recycling market



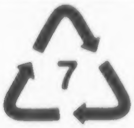
LDPE- low density polyethylene
Common forms: food packaging, shrink wrap, some plastic bags
Recycled into: plastic bags, landscape timbers on a very limited basis
Problems: same as HDPE
* Limited recycling market



PP- polypropylene
Common forms: butter and margarine tubs, yogurt containers, screw-on caps and lids, drinking straws
Recycled into: mixed with PETE and HDPE for some of the products listed above on a limited basis
Problems: high level of pollutants in manufacturing process
* Limited recycling market

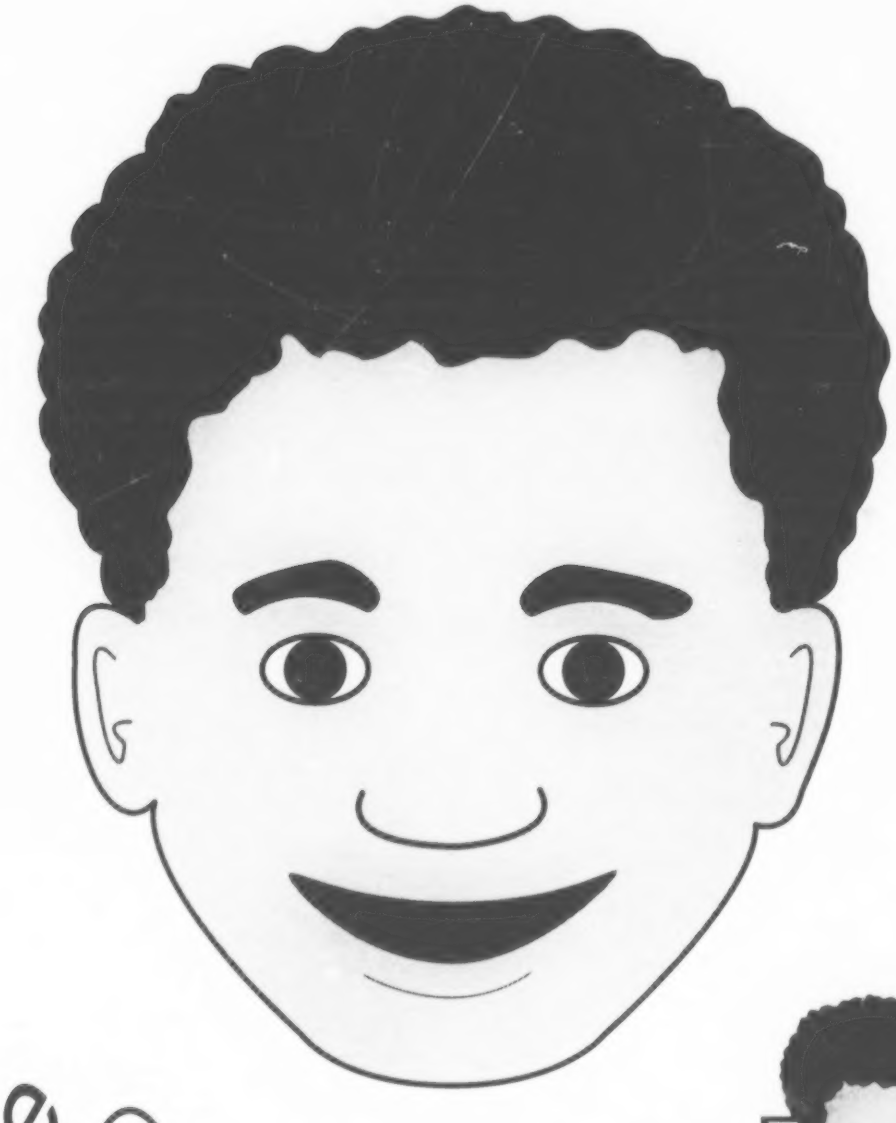


PS- polystyrene foam — "styrofoam"
Common forms: cups, "clamshells" for burgers, egg cartons, meat packing trays
Recycled into: foam boards and food trays on a limited basis
Problems: some pollutants inherent in manufacturing process, recycling is not yet economical due to the high volume to weight ratio
* Limited recycling market



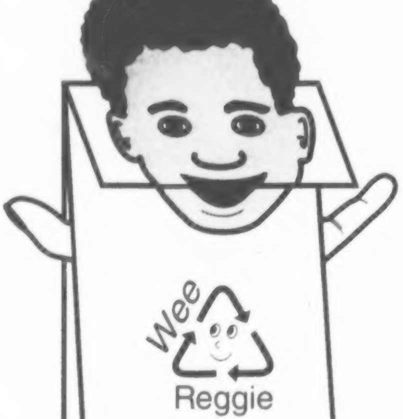
other: This category includes products which contain all other plastics, mixed plastics or multi-layer materials.

Wee Reggie Puppet Pattern



Wee

Reggie



L Pohlod

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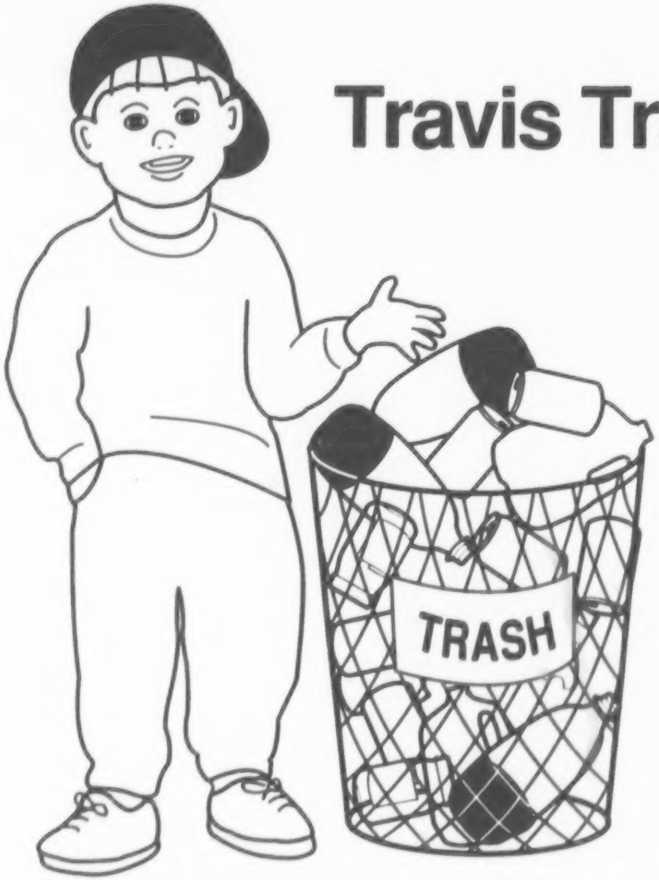
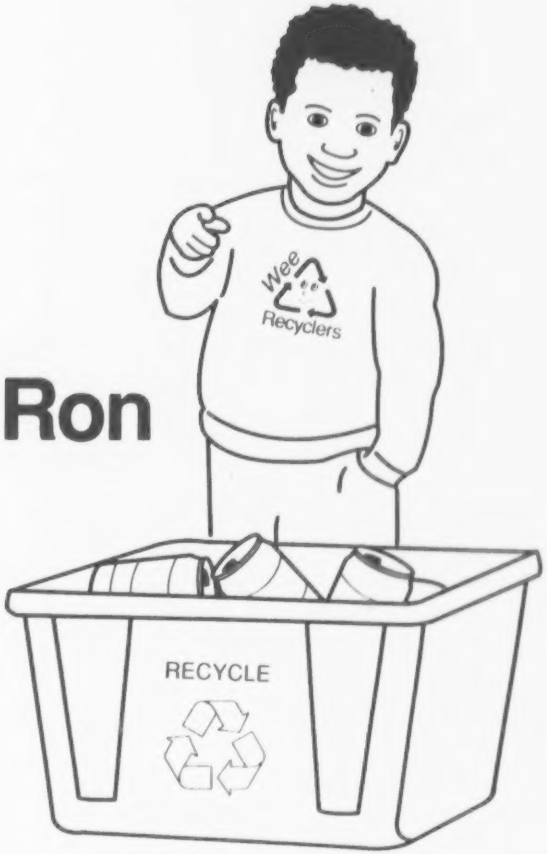
The Stories of



Travis Trash

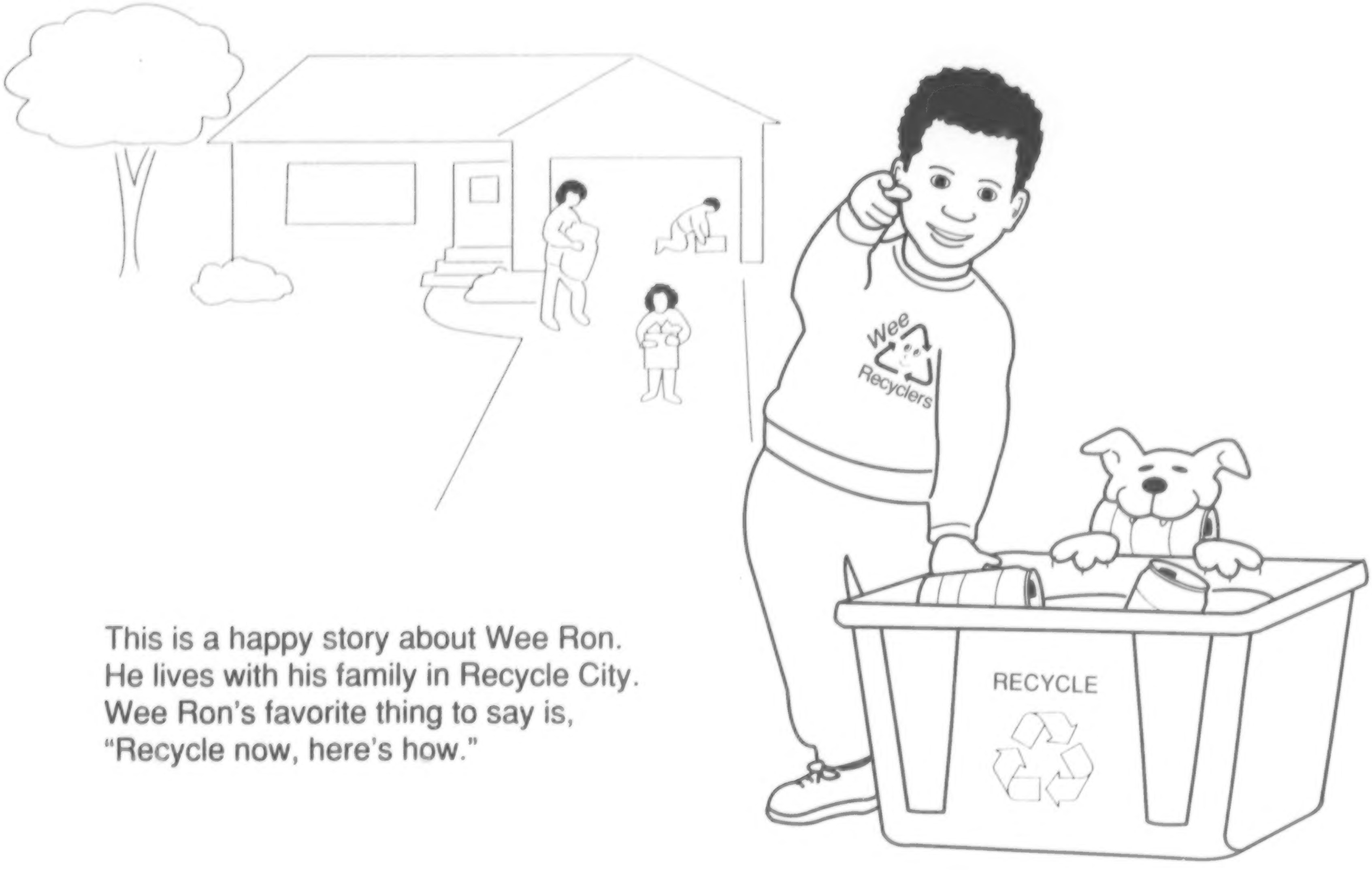
and

Wee Ron

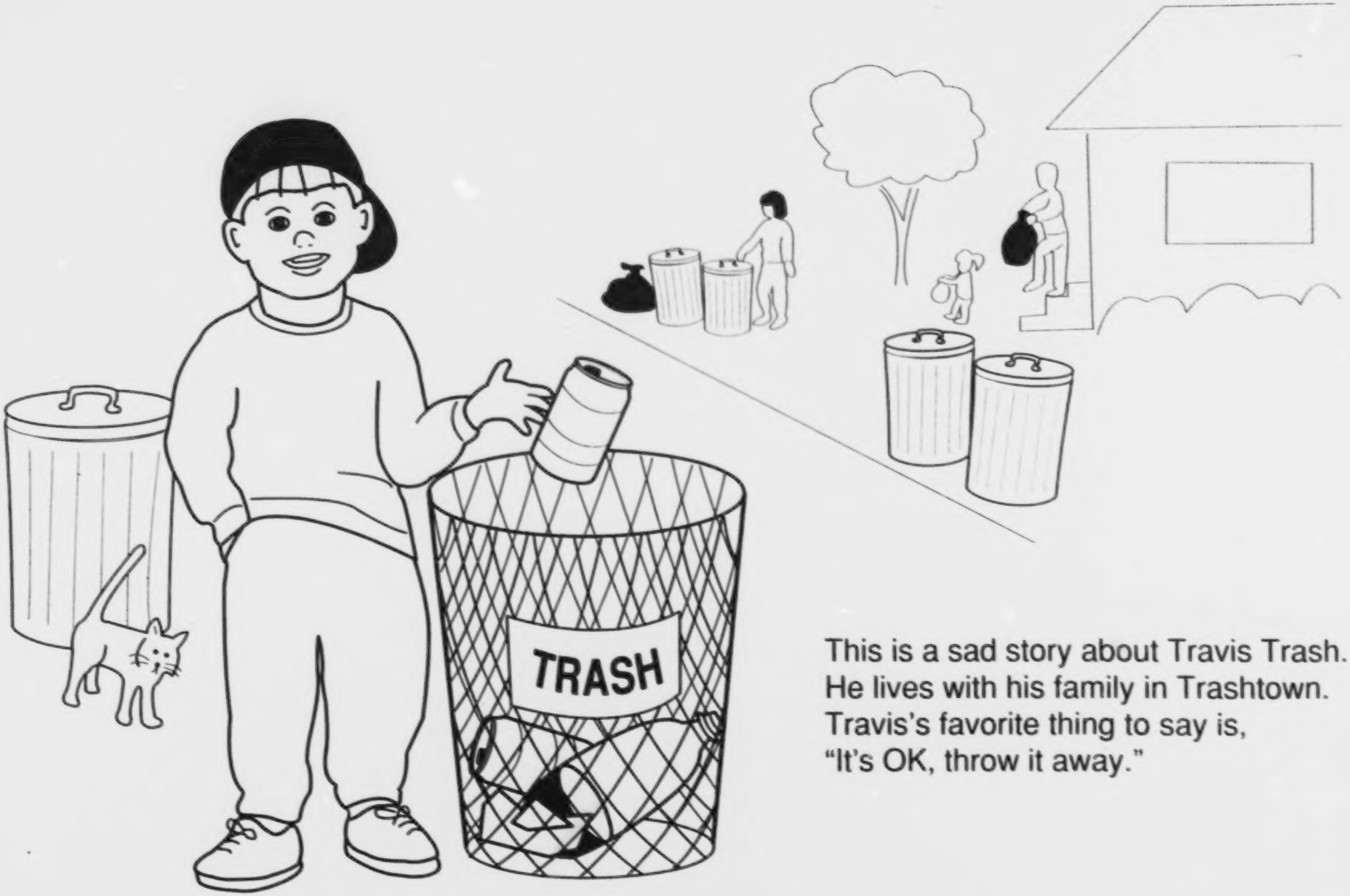

Wee
Recyclers
RECYCLE

Illustrated by Georgine Price

R1


Wee
Recyclers
RECYCLE

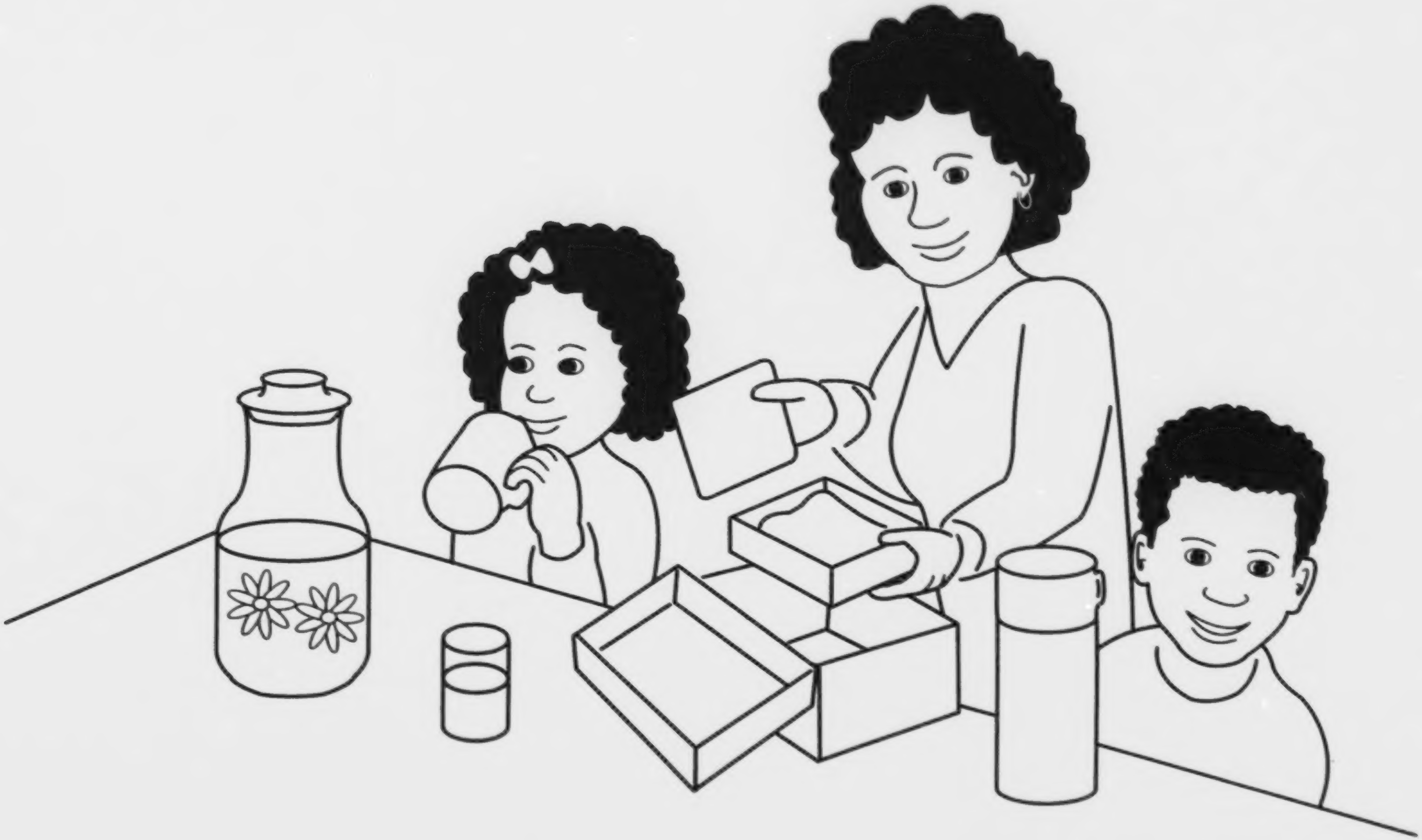
This is a happy story about Wee Ron.
He lives with his family in Recycle City.
Wee Ron's favorite thing to say is,
"Recycle now, here's how."

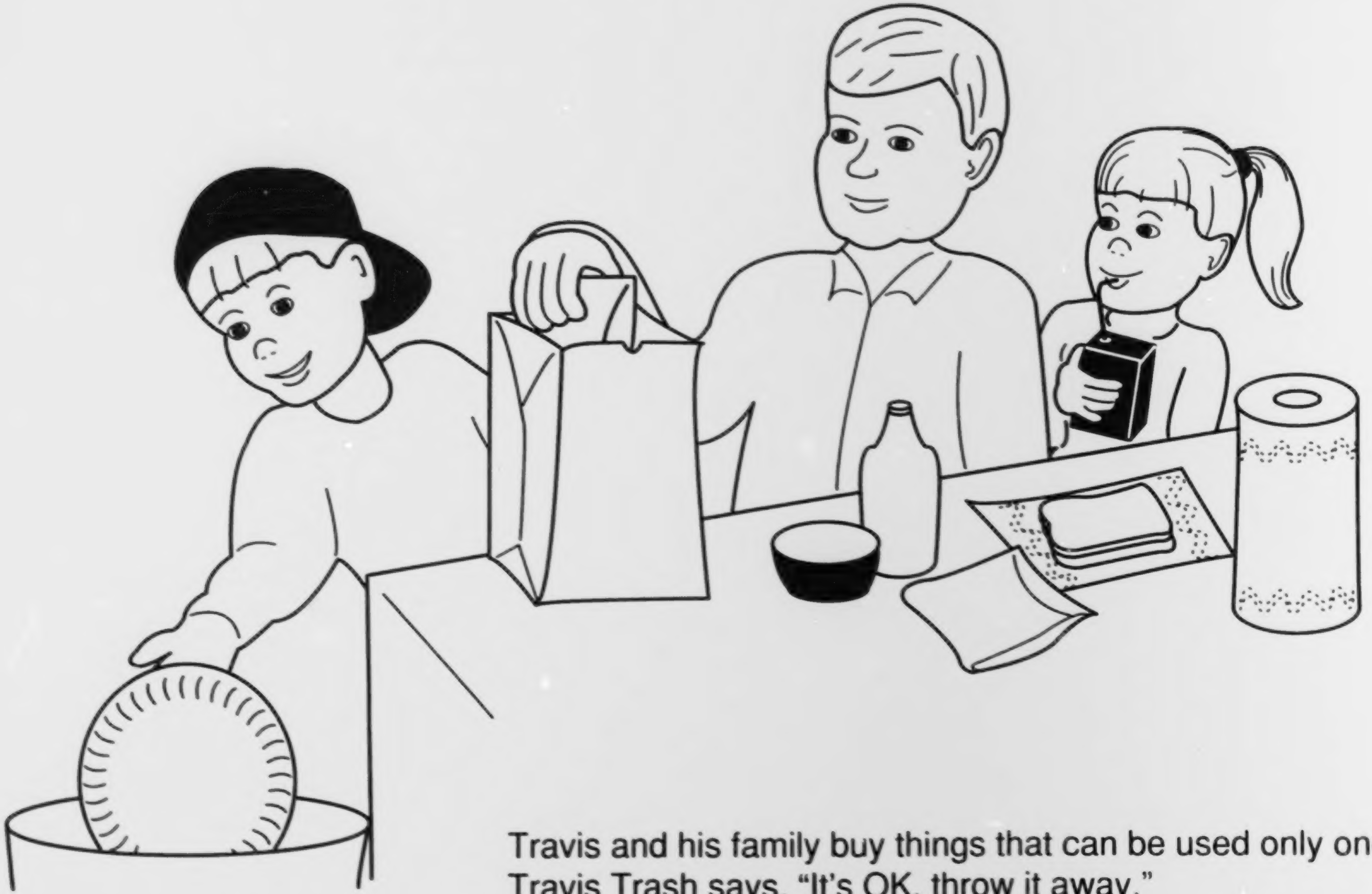


This is a sad story about Travis Trash.
He lives with his family in Trashtown.
Travis's favorite thing to say is,
"It's OK, throw it away."

Ⓡ2

Wee Ron and his family buy things that can be used over and over again.
Wee Ron says, “Recycle now, here's how.”

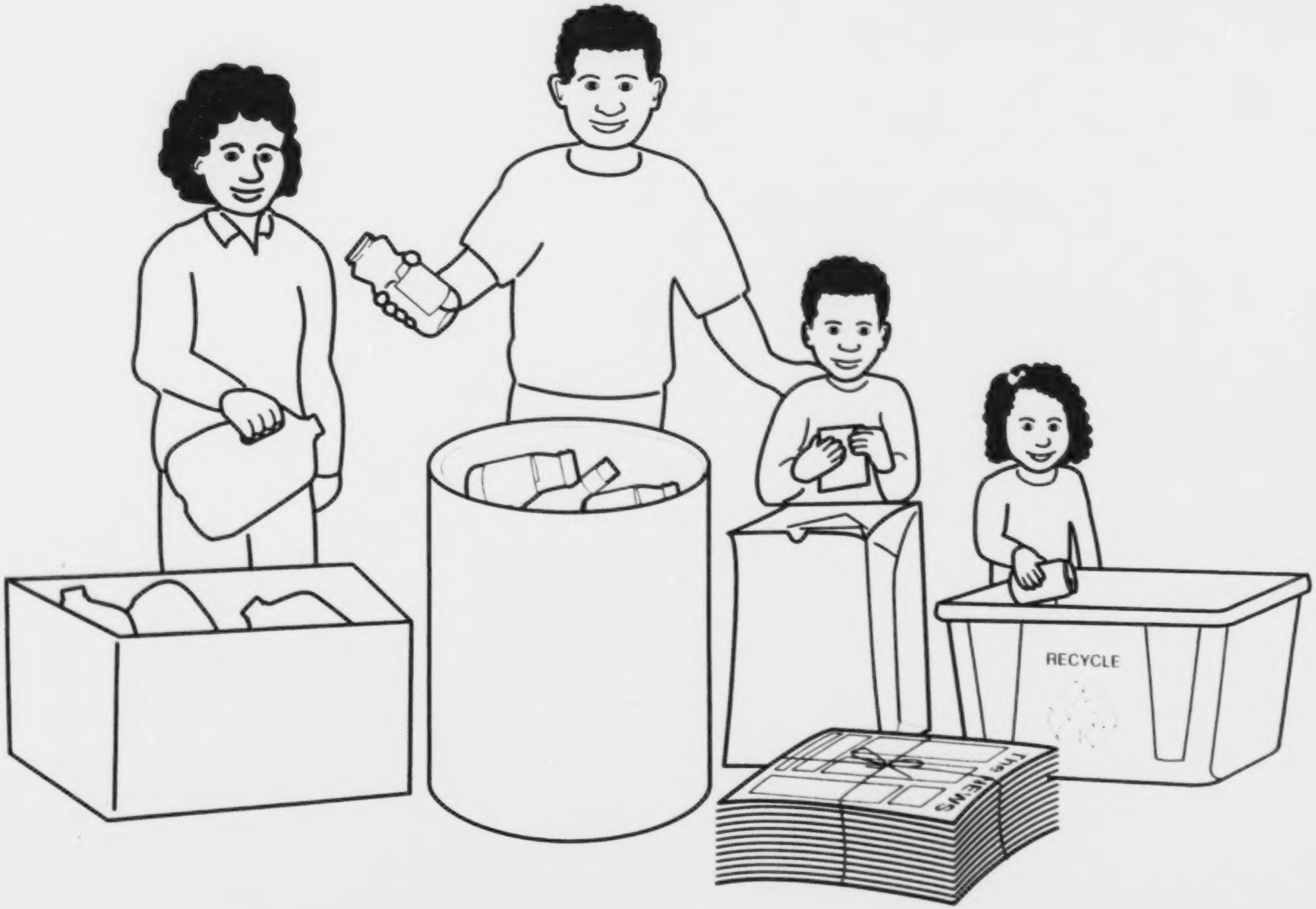


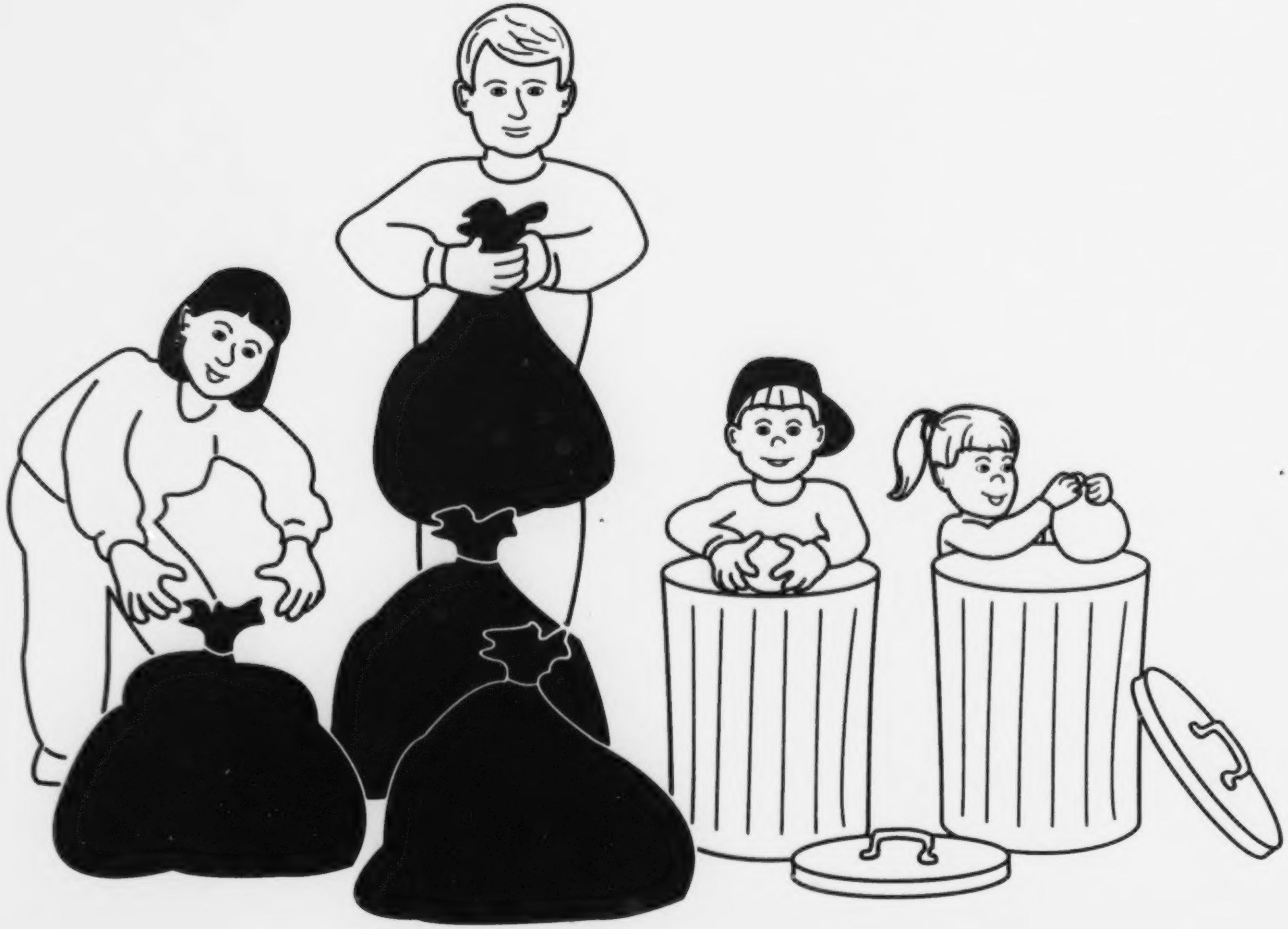


Travis and his family buy things that can be used only once.
Travis Trash says, “It’s OK, throw it away.”

(R3)

Wee Ron and his family don't throw everthing away. They know that some things can be recycled. They all say, "Recycle now, here's how."

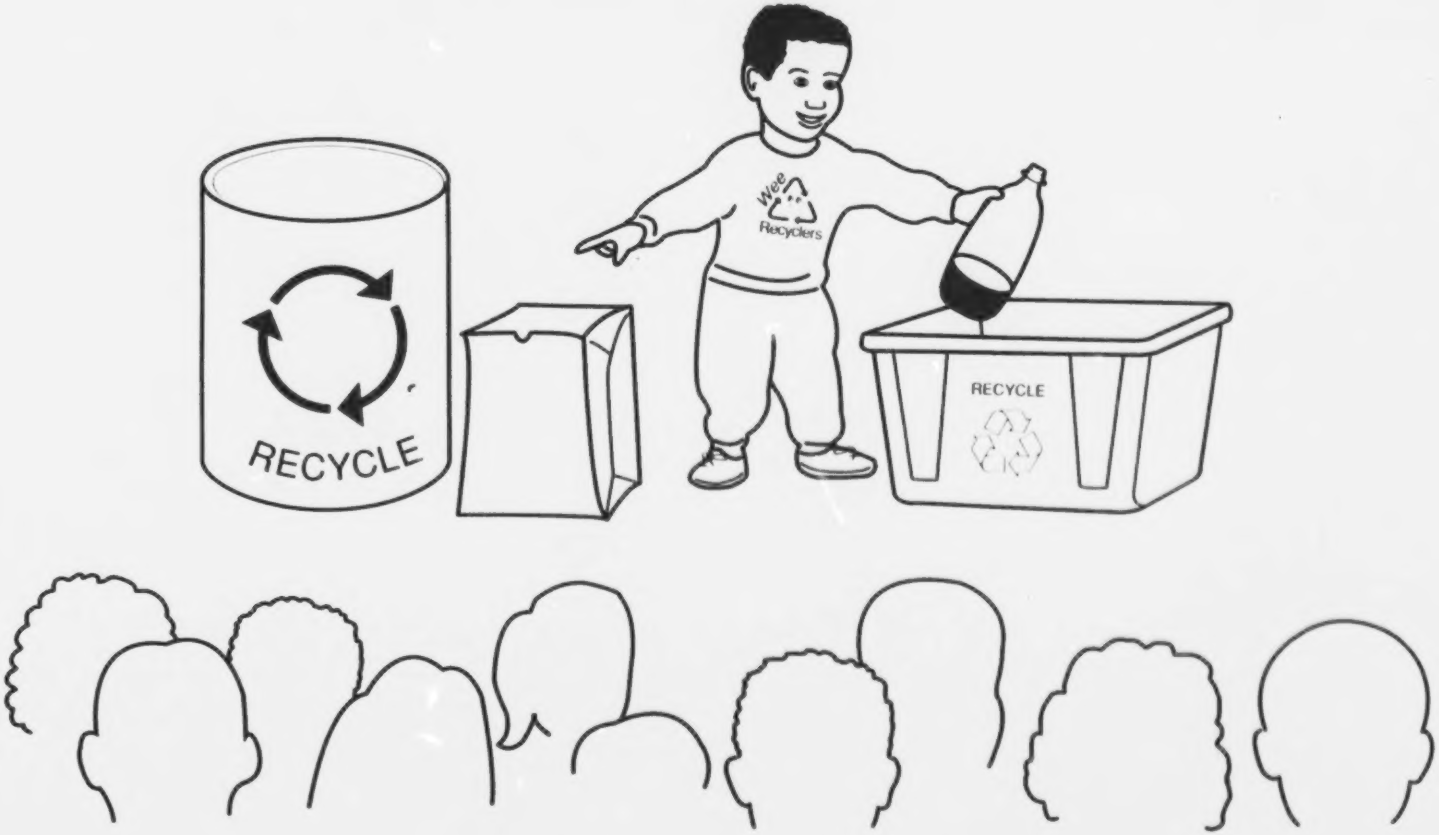

RECYCLE
The NEWS

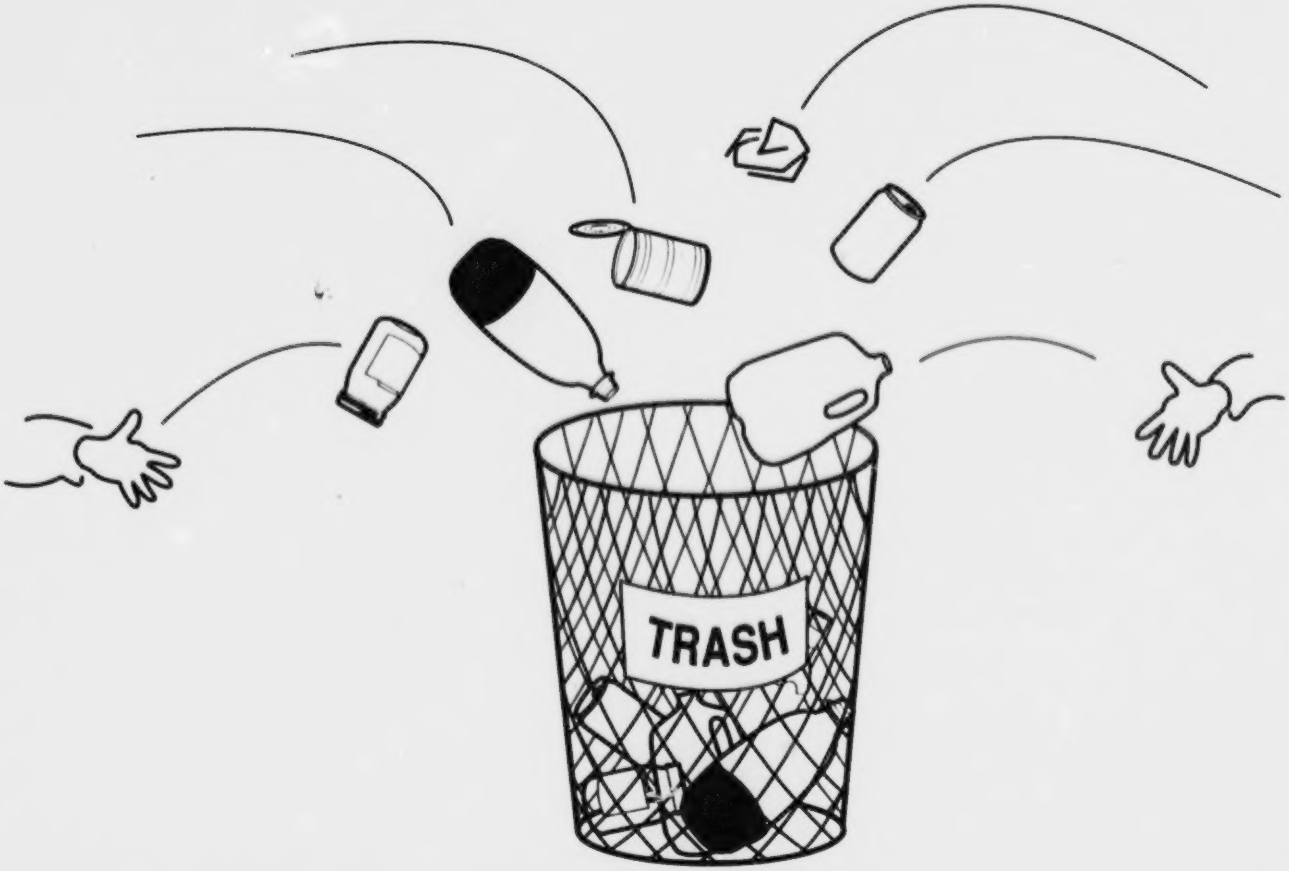


The Trash family throws away a lot of trash each week. They all say,“It’s OK, throw it away.”

Ⓡ4

Wee Ron teaches everyone in Recycle City how to recycle their glass jars, aluminum cans, plastic bottles, tin cans and paper. Everyone says, "Recycle now, here's how."

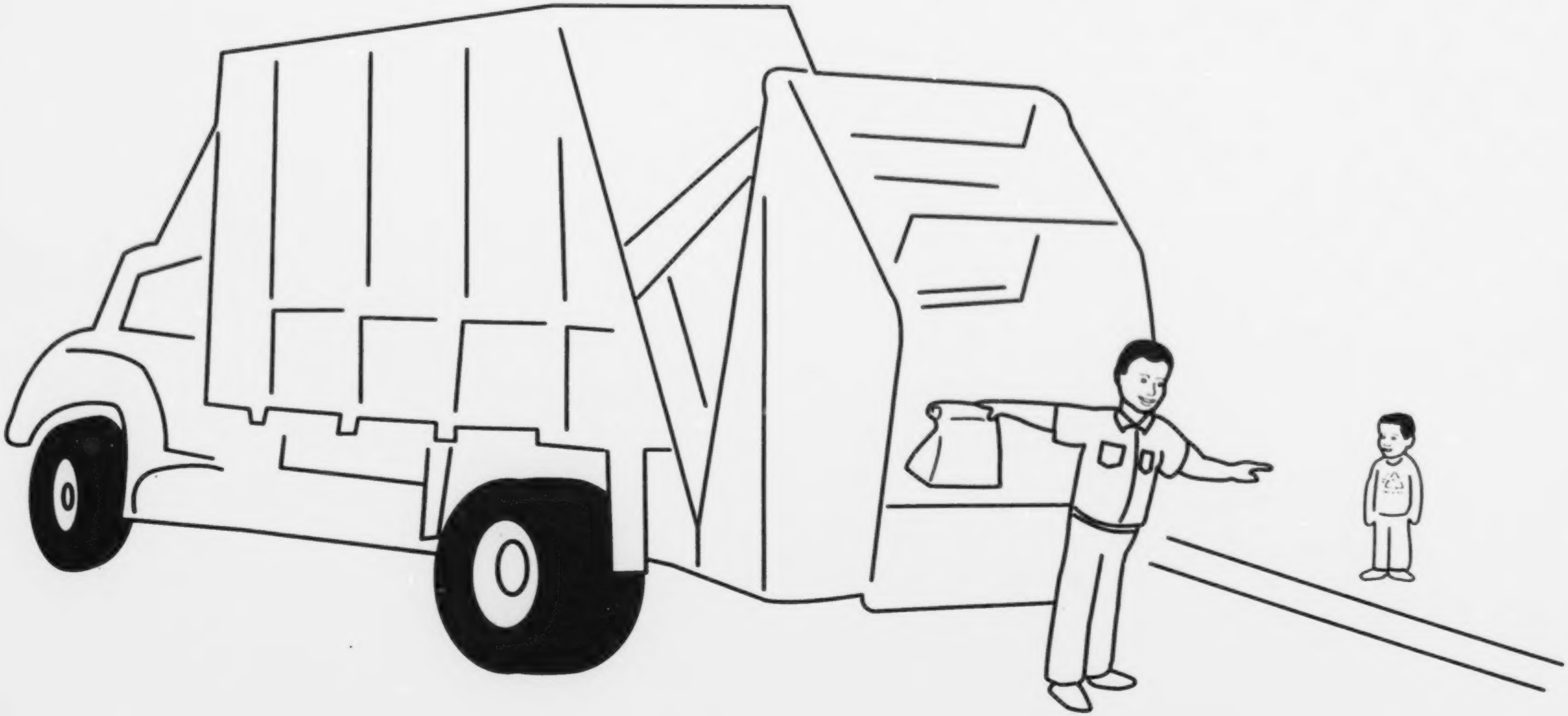

RECYCLE
Wee Recyclers
RECYCLE

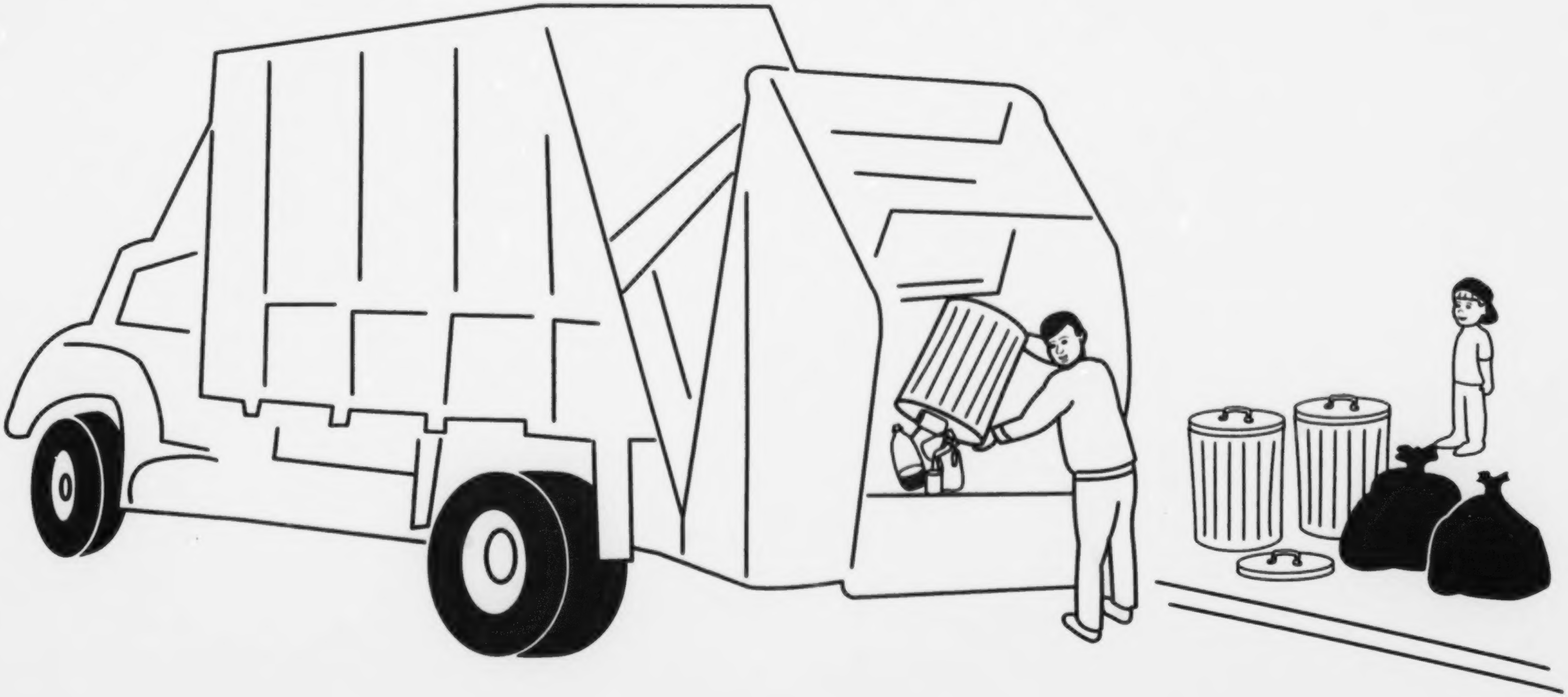


No one in Trashtown bothers to recycle. They throw all their glass jars, aluminum cans, plastic bottles, tin cans and paper into the trash. Everyone says, "It's OK, throw it away."

Ⓡ5

Once a week the garbage truck comes to Recycle City. Each week there is less and less trash to be picked up. The garbage collector says, "Recycle now, here's how."

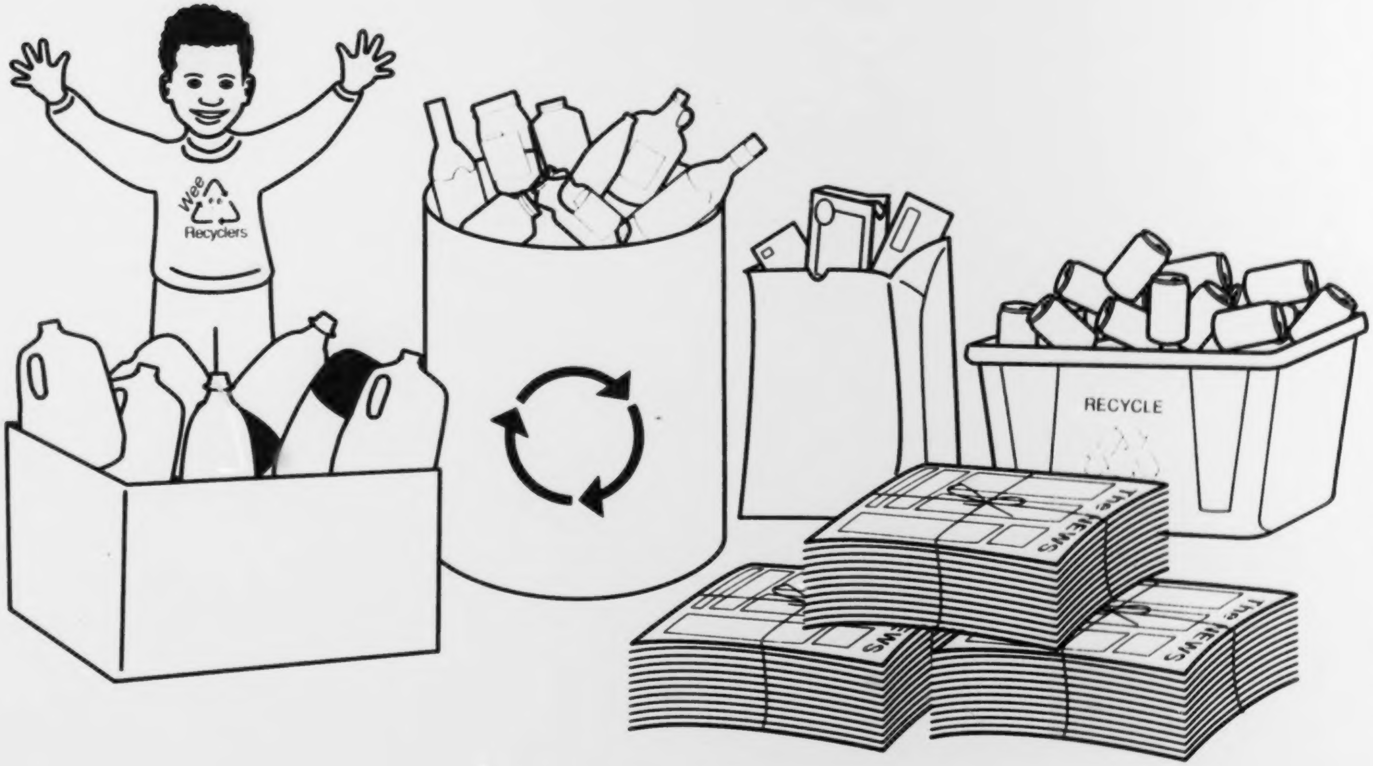


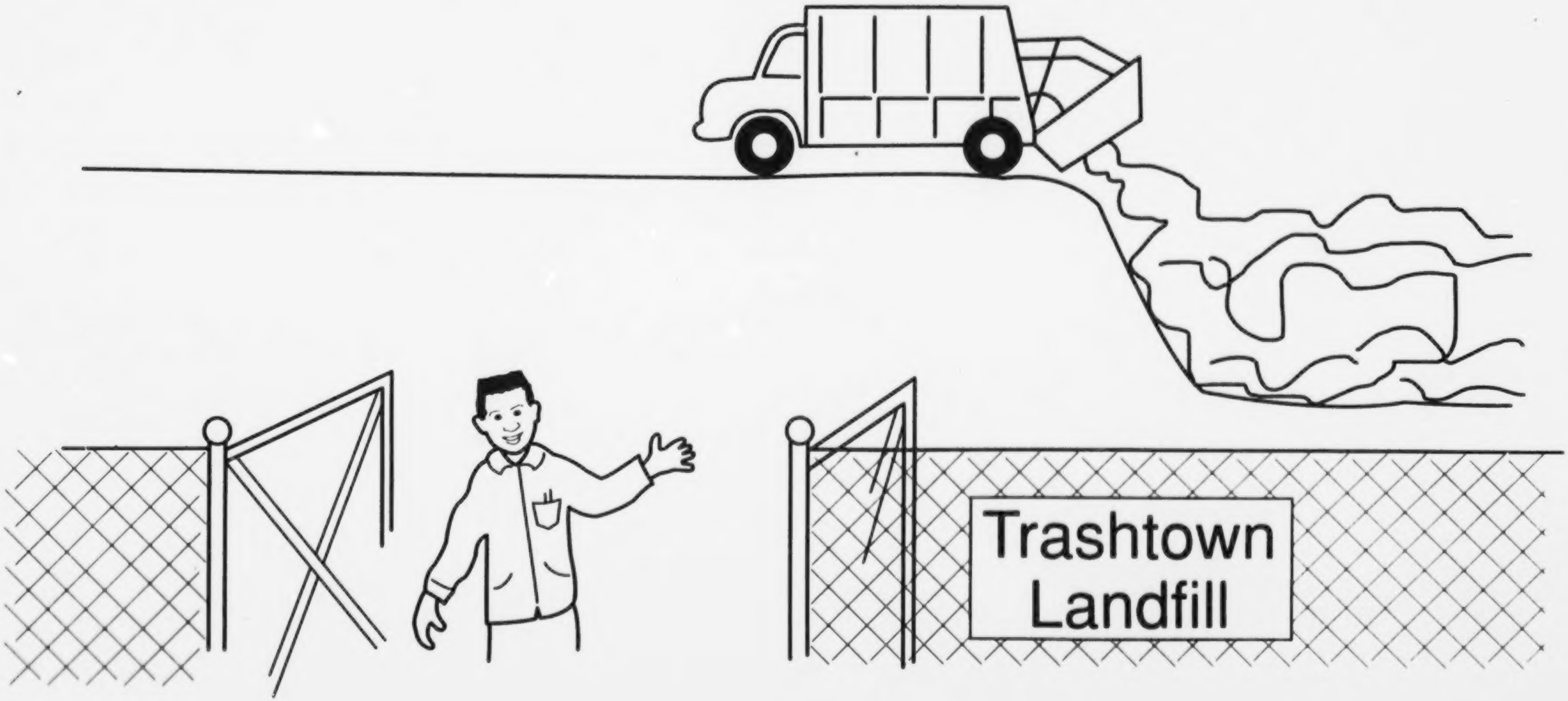


Once a week, the garbage truck comes to Travis's house and picks up the family's trash. The garbage collector says, "It's OK, throw it away."

R6

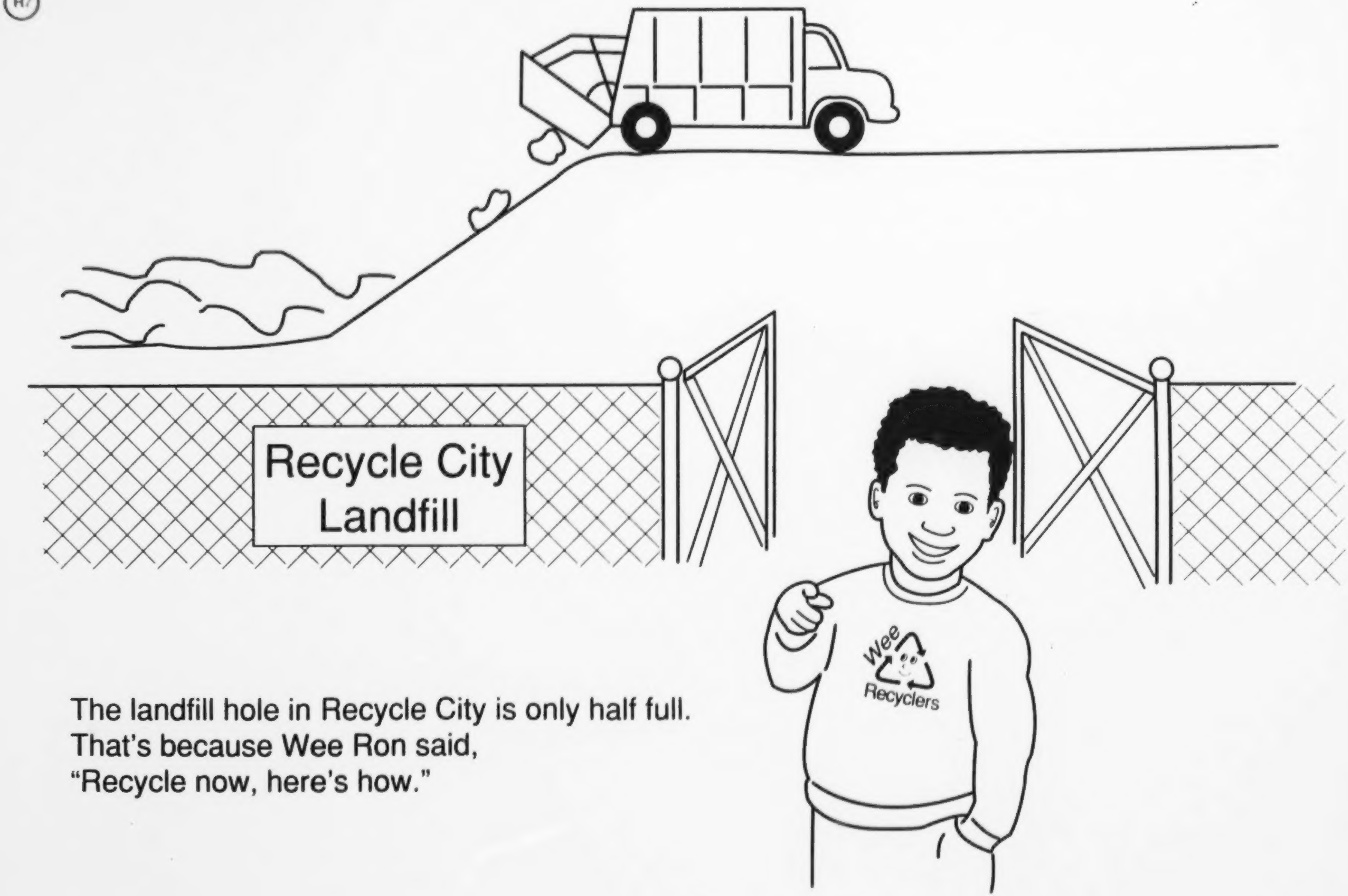
Look at the recycling containers! They're getting fuller and fuller.
Wee Ron is happy and says, "Recycle now, here's how."


Wee
Recyclers
RECYCLE
The NEWS
The NEWS
The NEWS

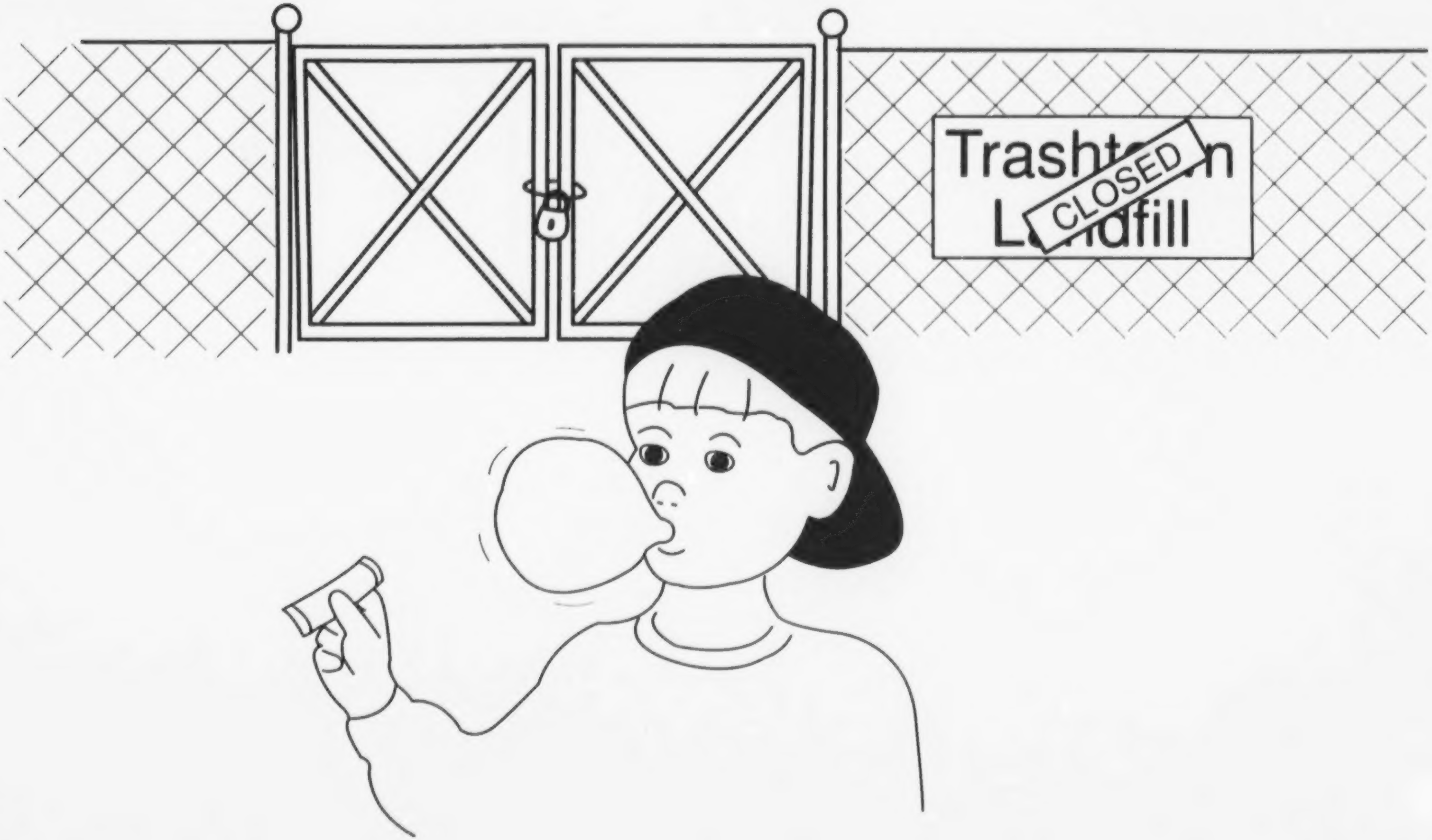


The garbage truck takes all the trash from Trashtown and dumps it in a special hole called a landfill. In the landfill, the trash is buried. The landfill hole gets fuller and fuller and fuller . . . The trash doesn't go away. The landfill worker says, "It's OK, throw it away."

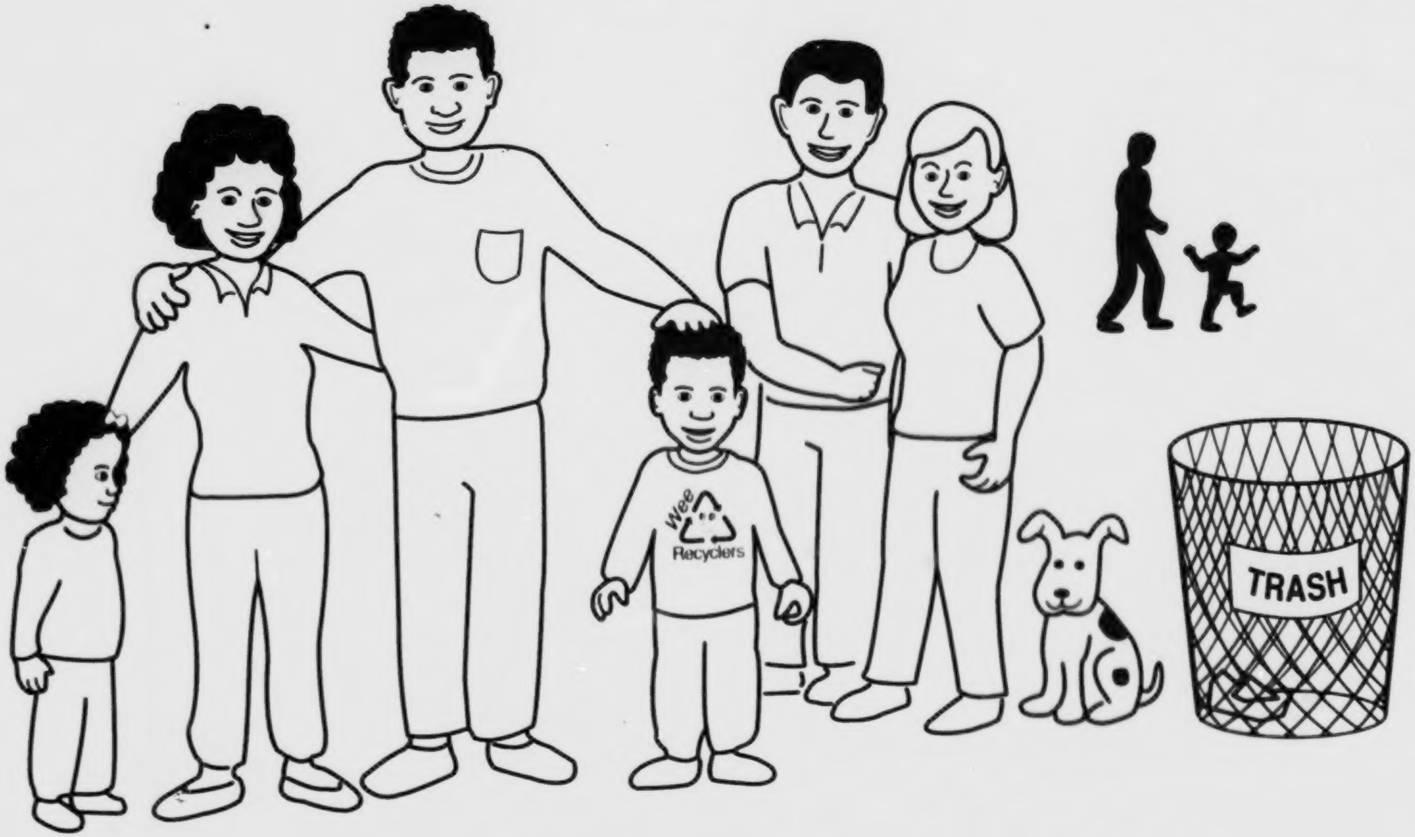
(R7)


Recycle City
Landfill
Wee
Recyclers

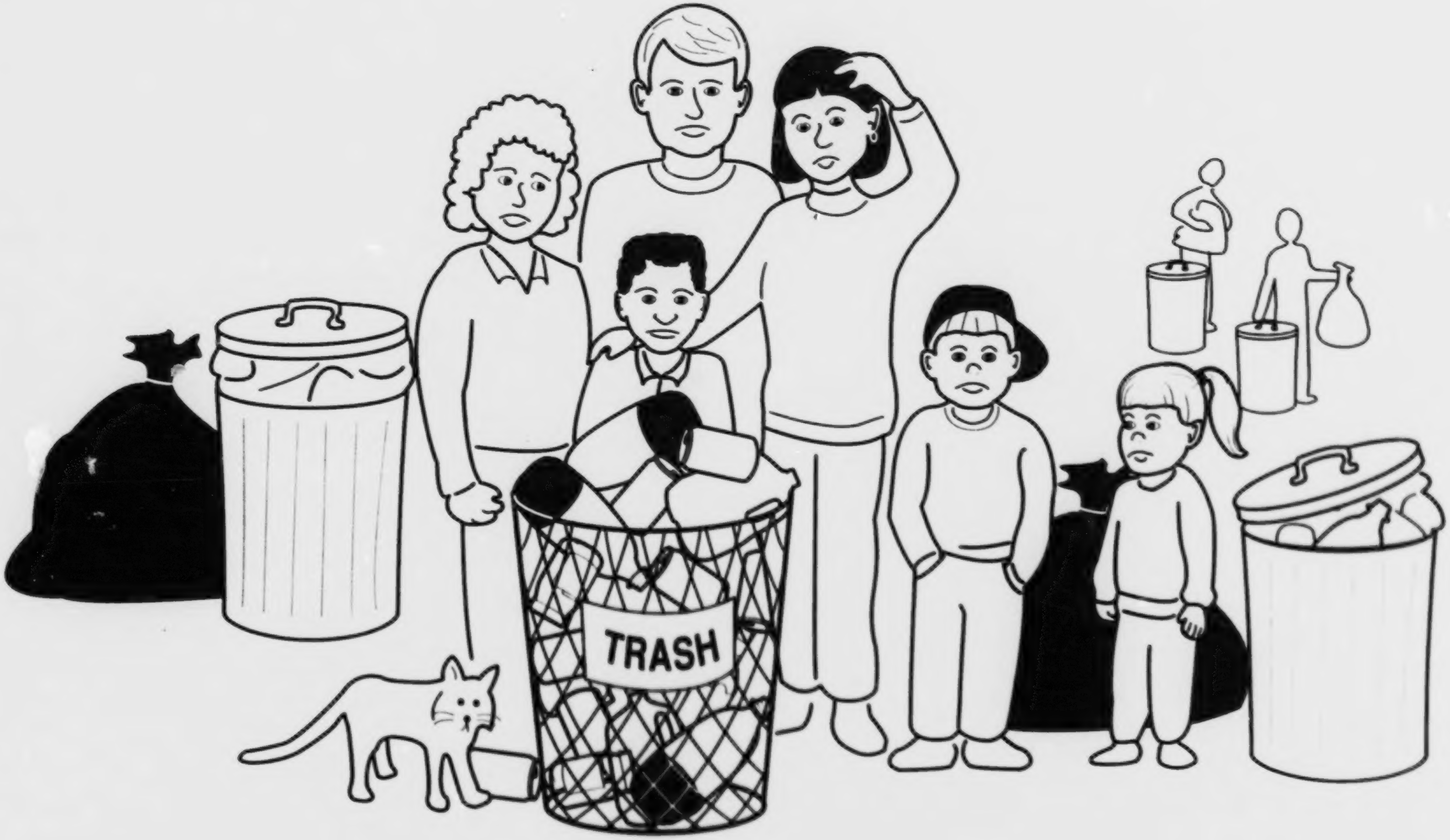
The landfill hole in Recycle City is only half full.
That's because Wee Ron said,
"Recycle now, here's how."


Trashtown
Landfill
CLOSED

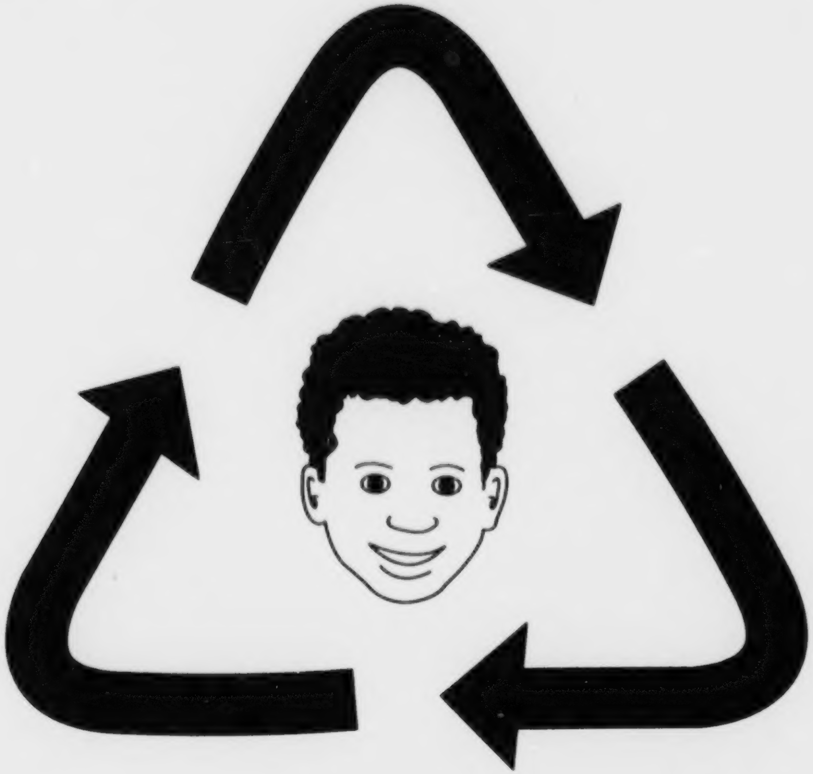
One day the landfill hole is completely full. There is no more room for newspapers, bottles, or cans. Not even gum wrappers. The people of Trashtown have no place to take their trash. They don't know what to do.


Wee Recyclers
TRASH

Everyone in Recycle City is proud for doing such a good job recycling and reusing.



Everyone in Trashtown is worried. What will they do with their trash? Travis Trash sadly sighs, "I guess it's not OK to just throw it away."



You can help too! Don't say, "It's OK, throw it away."
Be like Wee Ron and say, "Recycle now, here's how."

The End

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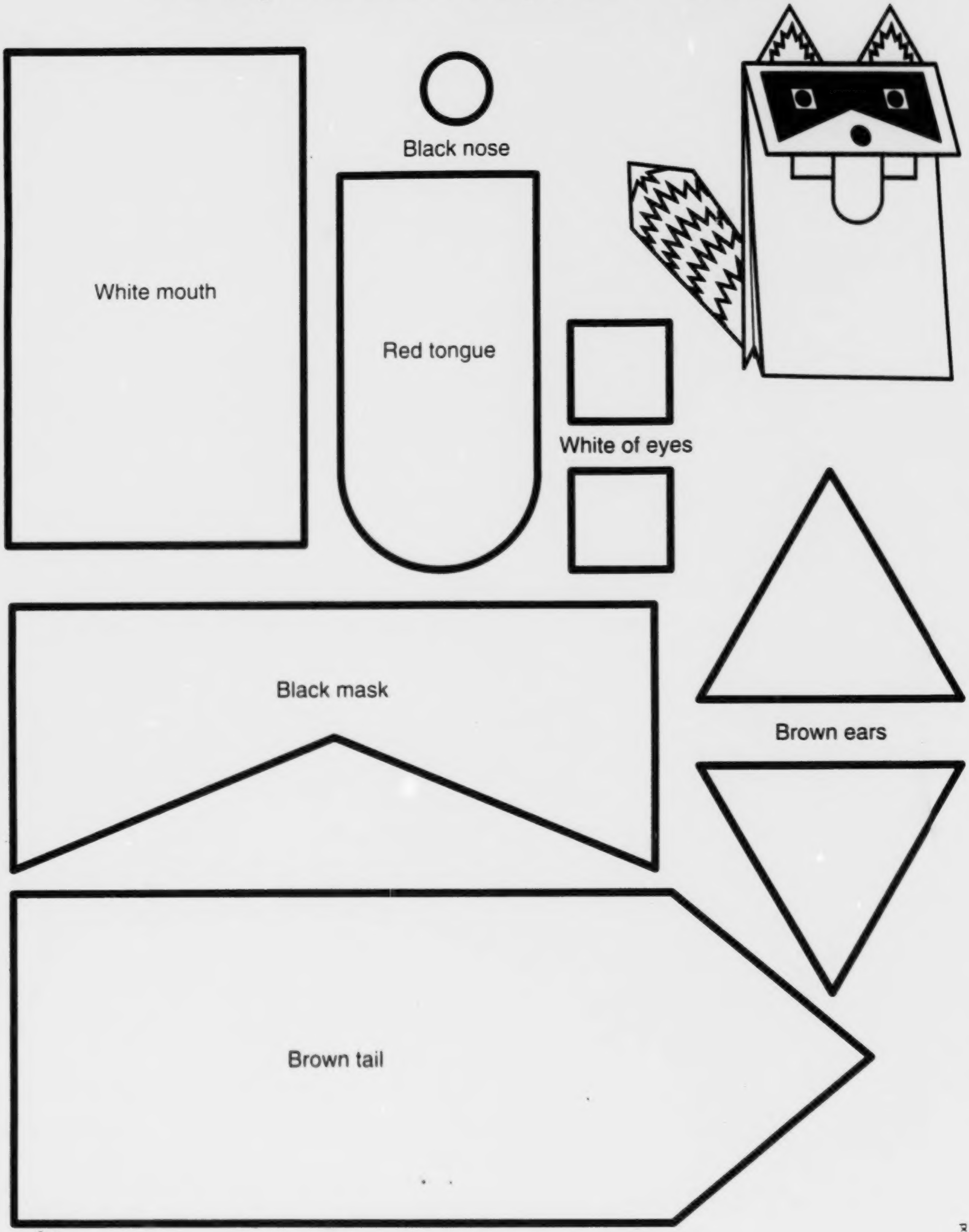
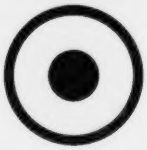
Rocky Racoon Puppet Pattern

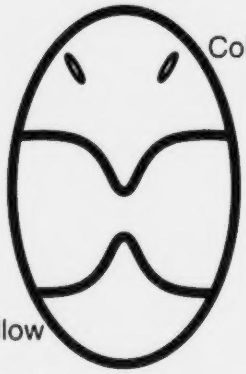

Black nose
White mouth
Red tongue
White of eyes
Black mask
Brown ears
Brown tail
L Pohlod

Oprah Owl Puppet Pattern

Cut 2 from orange paper
Color pupil black

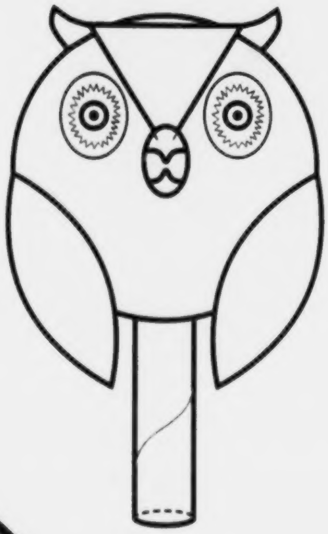


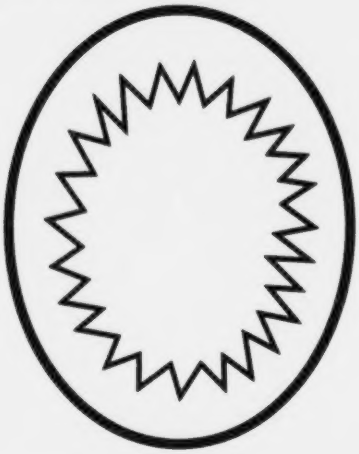
Color yellow



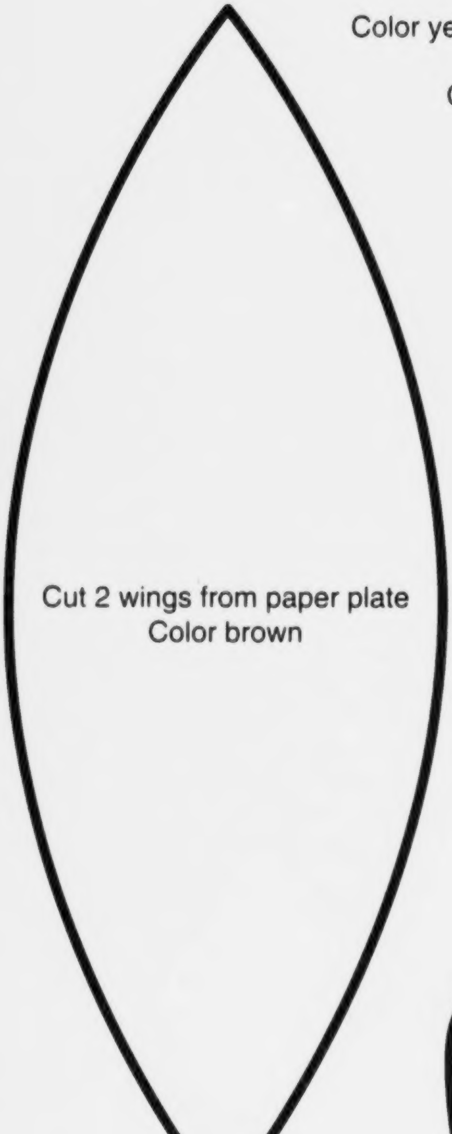
Color yellow

Cut from white paper

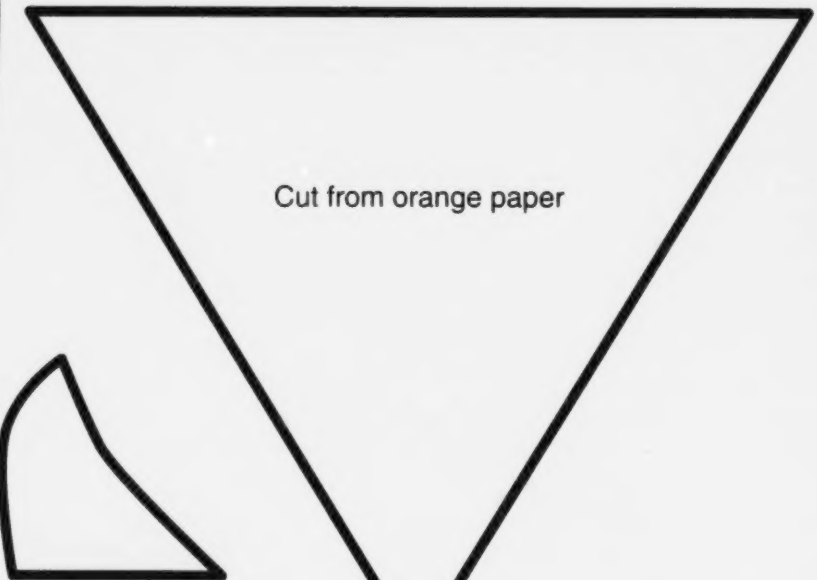




Cut 2 from white paper
Shade with black



Cut 2 wings from paper plate
Color brown

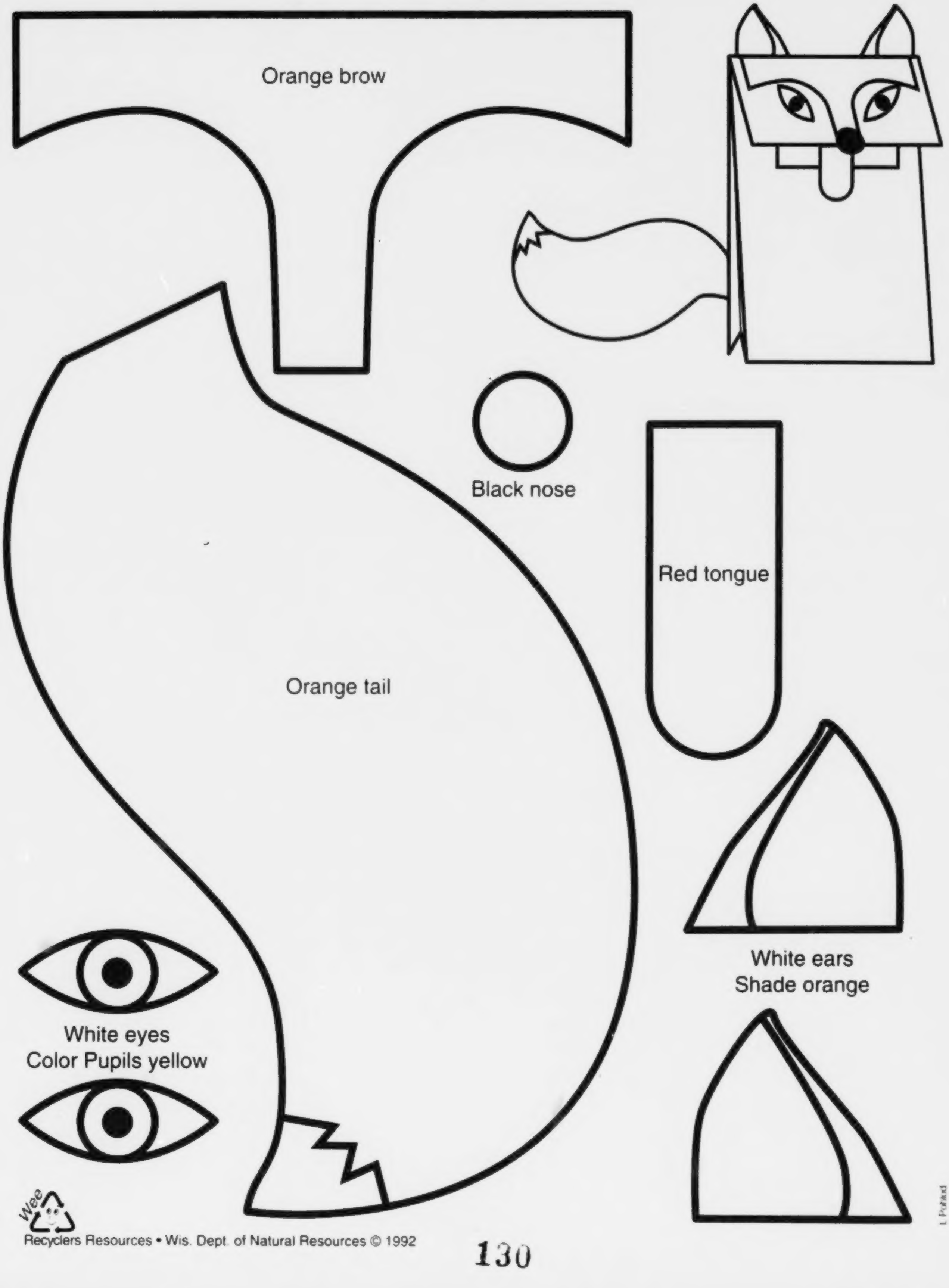


Cut from orange paper

Cut 2 horns from brown paper

L Pohlod

Freddy Fox Puppet Pattern


Orange brow
Black nose
Red tongue
Orange tail
White ears
Shade orange
White eyes
Color Pupils yellow
L Pollard

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Wee Crafts

Wee Recyclers

Table of Contents

Introduction 1
Wee Reusables 2
  Decorated Containers 2
  Milk Mugs 2
  Bunny Basket 3
  Newspaper Snowperson 4
  Reusing Six-Pack Holders 4
  String-Along Reusables 5
  Soda Bottle Greenhouses 5
  Coin-Keeper Creatures 6
  Wee-Mobile 6
  Bird Feeder 6
  Classy Covers 7
  Snow, Fur, Wool 7
Egg-Carton Creations 8
  Millipede 8
  Wee Bee 8
  Spider 8
  Caterpillar 9
  Snail 9
  Mushroom 9
  Flowers 9
  Double Flowers 9
  Witches 9
  Egg Carton Eyes 9
  Holiday Bells 10
  Seedling Starter 10
Wee Printers 11
  Block Printing 11
  Roller Printing 12
  Polystyrene Printing 12
Puppets 13
  Paper Bag Puppets 13
  Paper Plate Puppets 15
  Mitten or Sock Puppets 17
  Toilet Paper Tube Puppets 17
  Finger Puppets 18
  "Clamshell" Puppets 20
  Envelope Puppets 21
Our City 22
Resources 24

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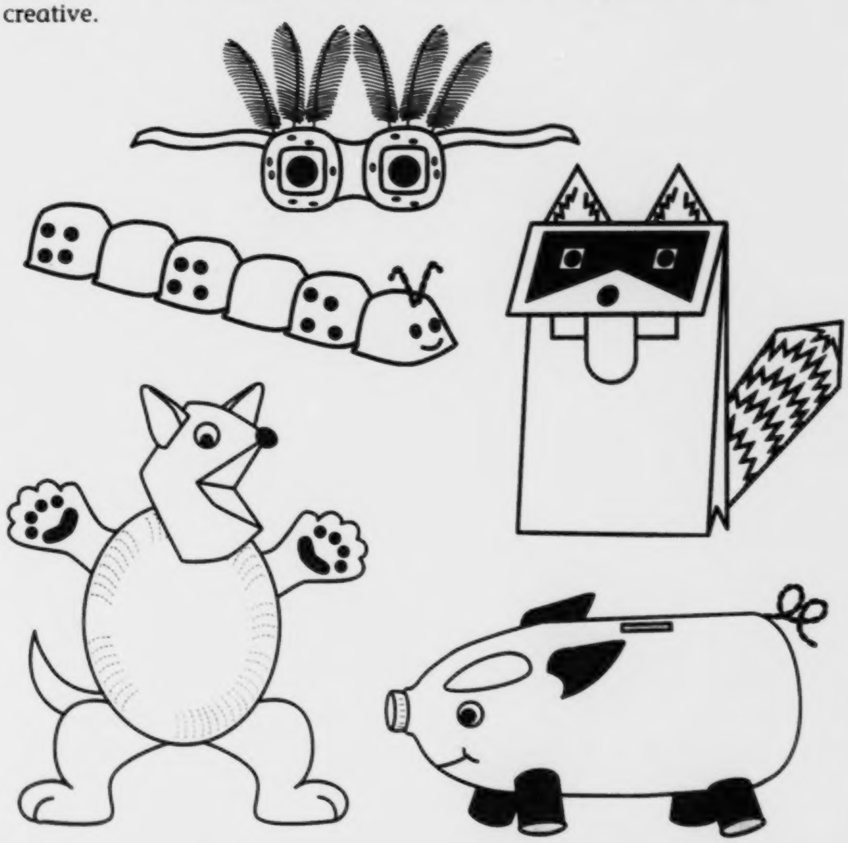
Introduction

Arts and crafts materials can be costly. Instead of buying brand new materials, try reusing items that may otherwise be thrown out. Reusing means to use something more than once before throwing it away. Ask parents and local businesses to donate trash-bound items for you to use in your facility. In the art area, have a surplus of reusable odds and ends for children to create monsters, robots, rockets or dinosaurs in their free time. The following are some specific craft projects for you to create with your children. Brainstorm together to come up with variations or completely new ideas. As you work on a project, discuss the materials that are being used. What were toilet paper rolls or egg cartons used for before this project? How many different things can a paper towel tube be made into? Encourage children to use their imaginations and be creative.



Wee Reusables

Many creative crafts can be made from items around the house that are normally thrown away. The Parent Letter at the end of the "Wee Recycling Center" chapter in **Wee Recyclers Activity Guide** asks for a variety of reusable materials to be donated. Collect these items throughout the year, sort them, and store in appropriate containers. The following crafts call for many of these reusables.

Decorated Containers

Make a vase, candle holder, or pen/pencil holder for someone special.

Materials:

containers (clean and empty glass bottles or jars, plastic detergent bottles cut at the "waist" or paperboard juice cans)
glue
scissors
work area covered with newspaper
decorating materials: tissue paper scraps, dried seeds or beans, dry cereal, yarn or ribbon scraps, cloth scraps, different types of macaroni, etc.

Procedure:

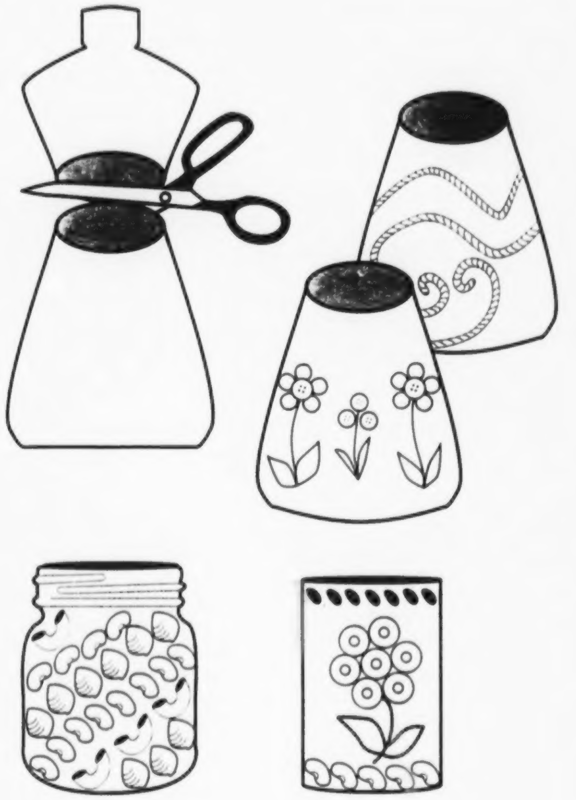
1. Prior to class, select the containers for children to decorate. If working with a plastic bottles, place them in hot water for a few minutes to make them easier to cut. Cut them at the "waist".

2. Children should select decorating materials and place these in their work area.

3. Have children spread glue on the containers' surface using their fingers (a small section should be done at a time).

4. Have children cover the glued area with their decorating materials.

4. OPTION: When glue is dry, paint over the surface with shellac.



Milk Mugs*

Milk jugs turned upside down make fun masks.

Materials:

clean, plastic one-gallon milk jug
two 18-inch lengths of string
yarn for hair
scissors or craft knife
hole punch
permanent markers or crayons
sandpaper

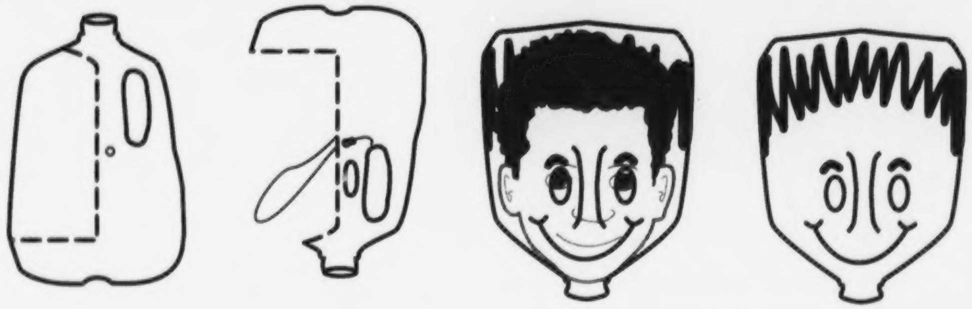
Procedure:

1. Prior to class, draw the cutting line around the milk jug and cut out the mask. If edges of the mask seem rough or ragged, sand smooth with sandpaper.

2. Show children where to punch holes on each side of the mask. Help children insert and knot the string ties on each side.

3. Have children try on their mask so you can mark the position for eye holes.

4. Cut out the eye holes for children. Sand smooth any rough edges.



5. Once the basic masks are made, encourage children to create their own characters. They can color the masks with crayons or permanent markers and glue pieces of yarn on the mask for hair.

* Adapted from: **4R's Project** (see "Resources").

Bunny Basket*

A tisket, a tasket, make a bunny basket!

Materials:

clean, plastic one-gallon milk jug
six-inch pipe cleaners
12-inch pipe cleaners
two large cotton balls
permanent markers or crayons
glue
scissors or craft knife
shredded paper or packing material for "grass"
paper punch

Procedure:

1. The basket handle can be made in one of two ways. You may either retain the handle of the milk jug by cutting above it (see fig. 1), or cut off the milk jug handle, punch a hole on either side of the basket and attach pipe cleaners for a handle (see fig. 2). Draw the appropriate cutting line around the jug and cut out the basket.

2. Make two slits on either side of where the nose will be with a knife or the pointed end of a scissors.

3. Children can color the outside of the basket using crayons or permanent markers. Talk about the fact that real bunnies have two eyes, a nose and a mouth.

4. Help children weave six-inch pipe cleaners through the slits by the nose to make whiskers.

5. Children can glue cotton balls on the bunny for its nose and for its puffy tail.

5. Fill the basket half-full with shredded paper or packing material.

* Adapted from: **4R's Project** (see "Resources").

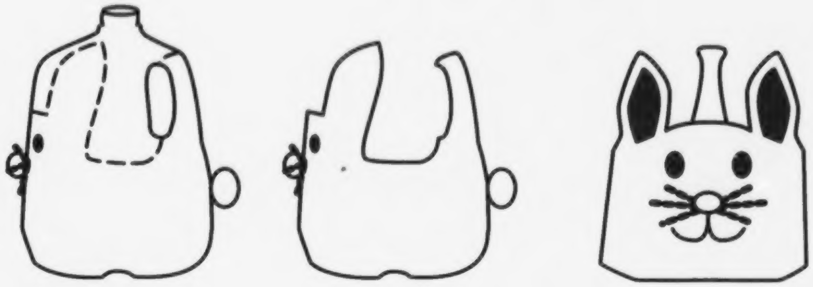


figure 1

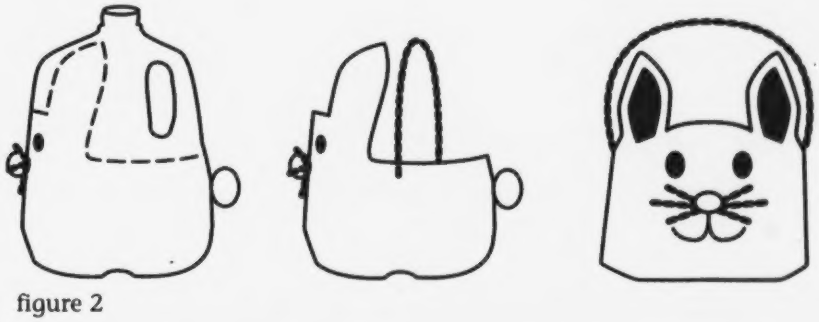
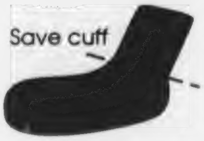
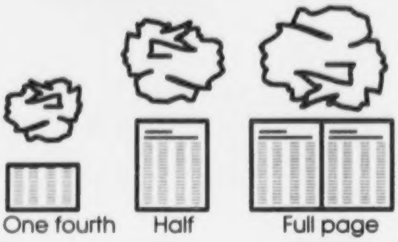


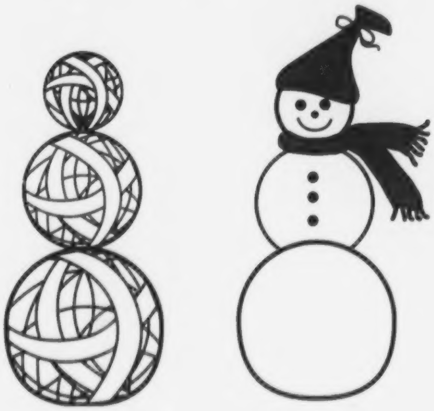
figure 2

Newspaper Snowperson

Build a snowperson out of reusable "snow." Because this snow will not melt, you can plan a few days to complete your snowperson.







Materials:

sheets of newspaper: full, half and one-fourth sheets
rolls of masking tape
yarn scraps
strips of fabric
thick, white paint (poster paint or indoor latex paint works best)
paint brushes
black marker
cuff cut from a child's old sock (have children bring these from home)
art apron

Procedure:

1. Several days before conducting this activity, ask parents to donate old children's socks. Cut the socks at the ankle, save the cuff for this project and save the rest for another project.

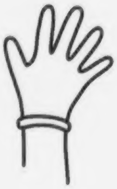
2. During the first session, give each child a set of newspaper sheets. Have them crumble each piece into a ball. Give children strips of masking tape to wrap around the three newspaper balls. The balls should be almost completely covered with tape. Flatten the bottom of the largest ball so it doesn't roll. Help children stack the balls on top of one another and tape them in place.

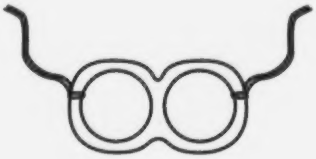
3. During the second session, prepare a work area for children to paint their snowperson. Indoor latex paint works best. Ask for a can to be donated by a parent or a local paint dealer. If latex paint is not available, mix a thick batch of poster paint. Children can paint their snowperson so that no newspaper or tape shows through. Allow the snowpeople to dry completely before continuing.

4. During the last session, children can draw features on their snowperson using a black marker. Give each child a sock cuff. Pull the uncut end of the cuff onto the snowperson's head. With a small piece of yarn, tie off the cut end of the cuff to complete the hat. Finally tie a small strip of fabric around the snowperson's neck to make a scarf.

Reusing Six-Pack Holders

Cut apart a six-pack holder and you have six rings for ears, eyes and wrists.





Materials:

plastic six-pack holder
scissors
yarn or string

Procedure:

1. Cut individual sections from a six-pack holder and trim to make complete circles. Use these in dramatic play as bracelets.

2. Cut two circles from the end of a six-pack holder — do not separate them. Tie an 18-inch piece of yarn on each side. Tie these around a child's head to make a pair of goofy glasses.

String-Along Reusables

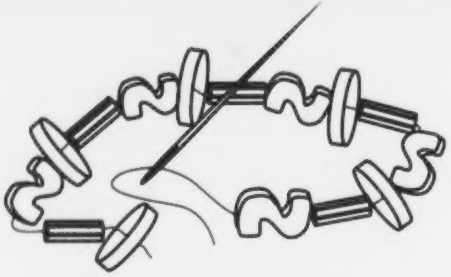
Make necklaces or garlands for holiday decoration.

Materials:

plastic bottle caps
polystyrene packing pieces
drinking straws cut to various lengths
long pieces of colored string
large needles (2-inches long)

Procedure:

1. Before class, pound a hole in each of the plastic bottle caps with a hammer and nail.



2. Help children thread a needle.

3. Let children string the packing pieces, bottle caps and straw pieces together on the colored string.

CAUTION: small pieces may be swallowed by young children. Only do this activity with older children and under strict supervision.

Soda Bottle Greenhouses*

This can be a group project in which children can work together to build a greenhouse and learn what plants need to grow.

Materials:

two-liter clear plastic soda bottle
small stones
potting soil
scissors
plant seeds or small plants that like lots of moisture
water

Procedure:

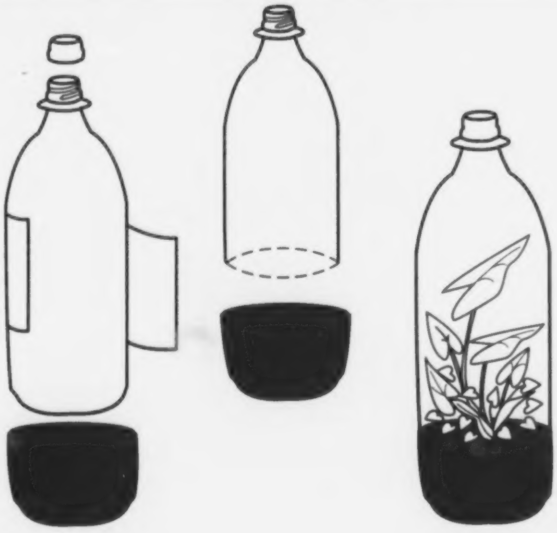
1. One bottle is needed for each greenhouse. To remove the label, fill the bottle one quarter full with hot tap water. Screw the cap back on firmly. Tip the bottle on its side so that the hot water warms the area where the label is attached to the bottle — this will soften the heat sensitive glue. Slowly peel the label from the bottle.

2. To separate the bottle from its base, tip the bottle upright so the hot water warms the glue holding the bottle to the base. Hold the bottle tightly and slowly twist off the base. Empty the water from the bottle and then screw the cap back on tightly.

3. With a sharp scissors, cut around the "hip" of the bottle to remove the top from the rounded end. The rounded end can be recycled or reused in another craft project.

4. Use the base of the bottle for the "pot." Have your children put small stones in the bottom of the base to help with drainage. Next have them add enough potting soil to almost fill the base.

5. Help them plant their seeds or small plants. Let them pack the soil over the seeds or around the plants and add a little water.



6. Help each of them place the upper portion of the bottle on top of the base. Twist slightly to work the clear edge into the soil about one quarter inch. Place the small greenhouses on a window ledge where they can get some, but not too much, sunlight.

7. Caring for the greenhouse is easy. If the bottle cap remains screwed in place, the greenhouse should be self-watering. If too much condensation develops on the inside of the bottle wall, remove the cap for a few hours and then screw it back on. If the plants do not appear to have enough water, remove the cap and add a little water through the opening. Screw the cap back on tightly.

8. Check the greenhouse two times a week with your children. Make a chart to record childrens' observations of plant growth and moisture content.

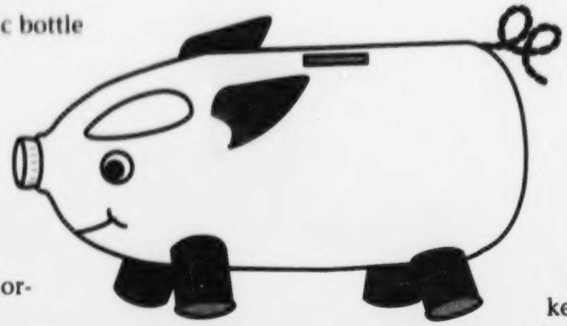
* Adapted from: **Bottle Biology Resources Network** (see "Resources").

Coin-Keeper Creatures*

Reusing "trash" for crafts is like money in the bank.

Materials:

plastic one-gallon bottles from bleach, juice or vinegar (they should have a screw-type cap)
film canisters or plastic bottle caps
pipe cleaners
scraps of paper
glue
scissors
markers



Procedure:

1. Clean bottles thoroughly.

2. Give each child a bottle. Tell your children to look at the bottle and imagine what creature the bottle looks like. Suggest laying the bottle on its side or turning it upside down. They may see a pig, a cow or maybe a monster. Once the child decides, help him/her to create the animal.

3. Children can cut features from construction paper and glue them onto the bottle, or features can be drawn on with a marker.

4. To make a curly tail, twist a pipe cleaner around a pencil and then slide it off. With the tip of a scissors poke a hole for the tail at the base of the bottle. Stick the pipe cleaner tail into the hole and secure it with a drop of glue.

5. Cut a slot, large enough to fit a fifty cent piece in, on the upper portion of the bottle.

6. Glue film canisters or plastic bottle caps on the bottom of the bottle for legs.

7. Feed coins to your coin-keeper creature. If you want your coins back, just unscrew the cap and dump them out.

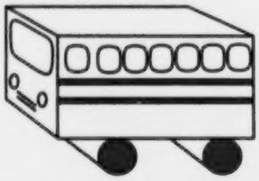
* Adapted from: **Nature's Recyclers Activity Guide** (see "Resources").

Wee-Mobile

All aboard the Wee-mobile!

Materials:

clean paperboard milk carton (quart or half gallon size) or rectangular tissue box
large paper bags cut open and flattened
toilet paper rolls
glue
scissors
tape
crayons or markers



Procedure:

1. Press in the milk carton spout and tape it flat.

2. Cut a paper bag along several of the seams to open it flat. Help each child wrap the milk carton or tissue box with the paper bag and tape it in place.

3. Let children design their Wee-mobile with crayons or markers. Glue toilet paper tubes to the bottom of the vehicle to make wheels.

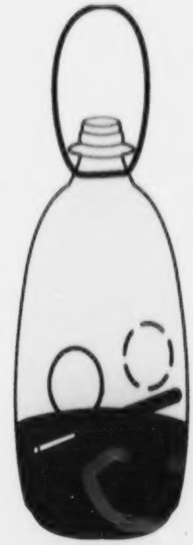
5. Discuss with your children what the Wee-mobiles could be used for.

Bird Feeder

Reusing is for the birds.

Materials:

plastic two-liter soda bottles
eight-inch stick or dowels (1/4" diameter)
birdseed
craft knife
nail
hole punch
thin wire



Procedure:

1. Use a craft knife to cut two three-inch holes across from each other near the base of a two-liter bottle.

2. Make a small hole with a hole punch one inch below each larger hole.

3. Insert a stick or dowel through the two holes to make a perch.

4. Poke small holes in the bottom of the bottle with a nail to let rain water drain out.

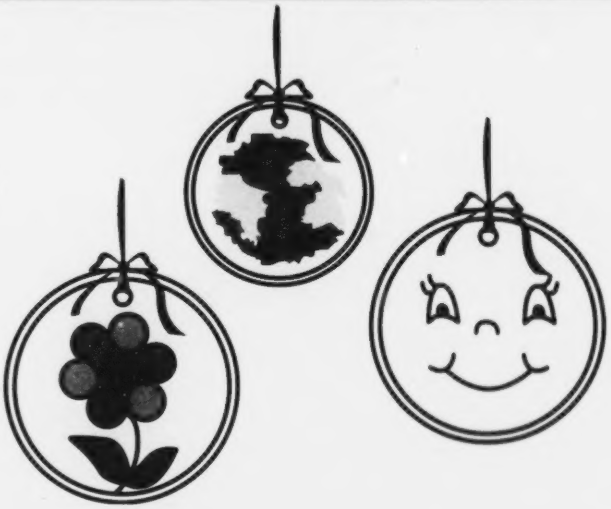
5. Poke two holes across from each other near the top of the bottle. Thread the wire through the holes and twist the ends together to make a hanger.

6. Children can help fill the feeders with birdseed.

7. Hang a feeder in a tree near a classroom window. Make a chart to keep near the window to record how many birds come to dine. Note which species are most common. Look these species up in a bird book to learn more about their habits.

8. Send a copy of these directions home with each child so that they can make feeders with their families.

Classy Covers



Create beautiful sun catchers and ornaments to display throughout the year.

Materials:

clear covers from yogurt cups, deli containers or
  pre-packaged lunch meats
scraps of colored tissue paper
permanent markers
white glue
hole punch
pieces of yarn or ribbon

Procedure:

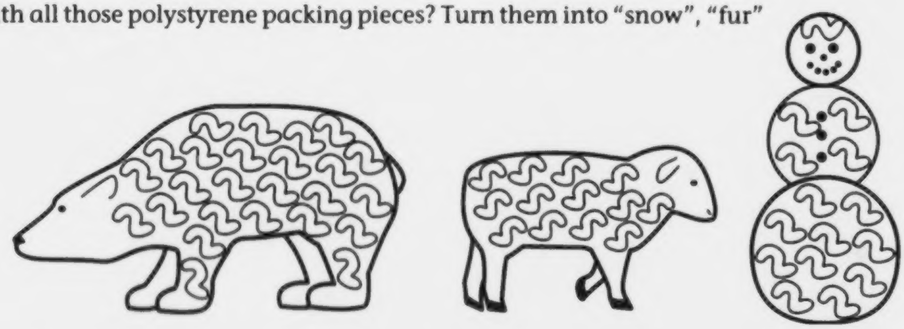
1. Let your children tear colored tissue paper into small pieces and glue the pieces onto the clear plastic cover in a design or collage. Variation: Use permanent markers to draw a design onto the plastic surface.

3. Punch a hole near the rim of the cover. Thread a piece of yarn or ribbon through the hole and tie the ends together.

4. Hang the classy covers in a window or on a holiday tree.

Snow, Fur, Wool*

Ever wonder what to do with all those polystyrene packing pieces? Turn them into "snow", "fur" or "wool".



Materials:

scissors
large sheet of paper
glue
polystyrene packing pieces
markers
crayons

Procedure:

1. Draw the outline of an animal or object that is usually white on the large sheet of paper. Give this to your children.

2. Have your children color in eyes, nose, mouth, hooves, claws, etc., with markers. Let them glue packing pieces onto the paper to make white "snow," "fur" or "wool."

* CAUTION: small pieces may be swallowed by young children. Only do this activity with older children and under strict supervision.

Egg Carton Creations — A Dozen Ideas

In most communities, eggs come in one of two types of cartons: molded paper or polystyrene. Either type will work well in craft activities. Here are some helpful hints to keep in mind when preparing for an activity: A sturdy pair of scissors will be needed to cut egg-cartons apart; a pair of curved manicure scissors is best for cutting small details. Molded paper cartons have a surface that is easy to color with crayons, markers or water-based paints. Polystyrene cartons have a surface into which designs can easily be etched with a simple tool — experiment with a fingernail, screw, pencil, fork or the end of a drinking straw. Any water-based coloring will be difficult to add to the waxy surface. Try mixing a few drops of detergent with water-based paints — this will allow the paint to stick to the surface. Crayons work to a limited extent.

The following are directions for specific egg carton creations. We encourage you and your children to experiment and create different creatures. You may want to use this activity as an opportunity to teach about insects and flowers and their interesting features.

General Materials:

work area covered with newspaper
used egg cartons
scissors
glue
crayons and markers
paints and brushes
used twist ties
pipe cleaners
scraps of colored paper
pieces of ribbon or yarn
hole punch
film canisters, spools or small round pill bottles
decorations: straws, toothpicks, seeds, dry cereals, small buttons, fabric scraps, sequins, glitter, feathers.
art aprons

Note: Adults may have to cut and trim cartons for young children ahead of time.

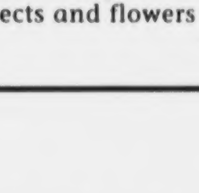
Snail

1. Cut out and trim one egg section of a carton. Have children color and decorate the snail "shell."

2. Take a twist tie and coil it. Fit the straight end of the twist tie up under the lower edge of the shell and secure it in place with a small piece of tape.

4. Cut a twist tie in half and fold that in half. Push one end through the upper portion of the coiled twist tie and pull it until the fold is halfway through. These are the snail's antennae.

Mushroom



1. Cut out and trim one egg section of a carton for the "cap" of the mushroom. Let children color and decorate the cap.

2. Take a film canister, spool or small round pill bottle and put glue around the rim.

3. Press the mushroom cap on top of the glued rim and hold it in place for a minute or so. Set the mushroom in a place where it won't get bumped to dry.

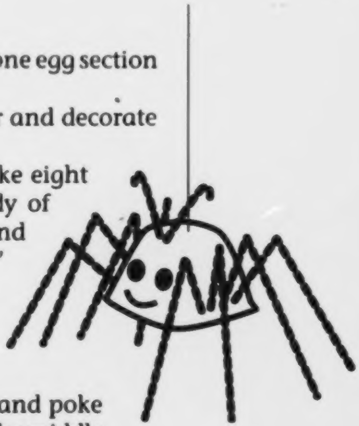
Spider

1. Cut out and trim one egg section of a carton.

2. Let children color and decorate the spider.

4. Help children poke eight twist ties into the body of the spider for legs. Bend each piece into an "L" shape.

5. To hang the spider from a "web", thread a needle with thread or fishing line and poke the needle up through the middle of the spider from the bottom. Secure the line inside with a piece of tape.



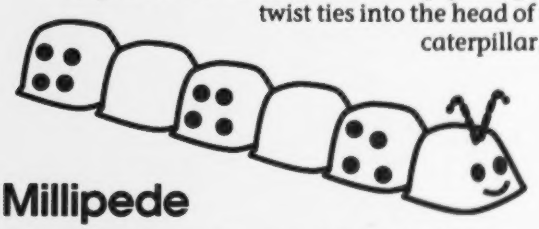
Caterpillar

1. Cut the bottom of an egg carton in half lengthwise to make a caterpillar with six humps. Trim rough edges.

2. Explain to children how to use a hole punch. Let them practice punching circles out of colored paper. They can use these circles for eyes or decoration.

3. Encourage children to decorate their caterpillar's humps with a variety of materials.

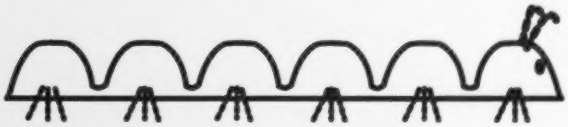
4. Help children make antennae by poking two twist ties into the head of the caterpillar.



Millipede

1. To make a millipede, follow the directions for making a caterpillar.

2. Add legs to the millipede by breaking 18 toothpicks in half and poking six pieces into each section. (Three on each side.)



Wee Bee

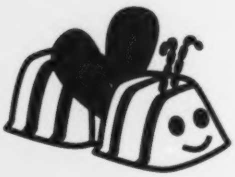
1. Cut out and trim a two-egg section of a carton.

2. Color the bee yellow if you wish. Black stripes can be drawn on with crayon or cut from black paper and glued on.

3. Help children cut out wings and glue them to the body of the bee.

4. Punch out two dots from black paper and glue them in place for eyes. Draw in a mouth.

5. Help children make antennae by poking two twist ties into the head of the bee.



Flowers

1. Cut an egg carton into 12 separate egg sections and trim around the edges. Each section will be a flower.

2. Give children one section to work on at a time. Let them cut several slits and small indentations around the edge to form the petals of the flower.

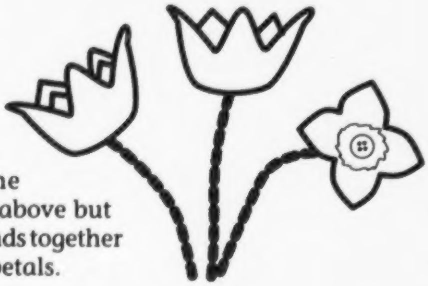
3. They may color the flower inside and out.

4. Help children make a stem. Poke a pipe cleaner up through the bottom center of the flower. Bend the top one quarter inch over and tape to keep it in place.

5. For the center of the flower, let children glue a ball of tissue paper, a bead or button in the middle of the flower.

Double Flowers

To make fuller flowers, follow the same directions as above but stack two flower heads together and alternate the petals.

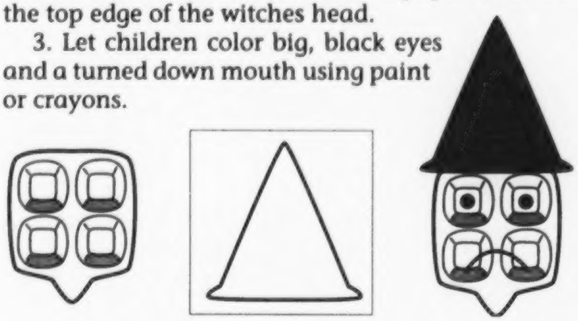


Witches

1. Cut one egg carton into three parts to make three witches. Each part should contain four egg sections.

2. Help children draw and cut out a tall, pointed witches hat from black construction paper. Glue it to the top edge of the witches head.

3. Let children color big, black eyes and a turned down mouth using paint or crayons.



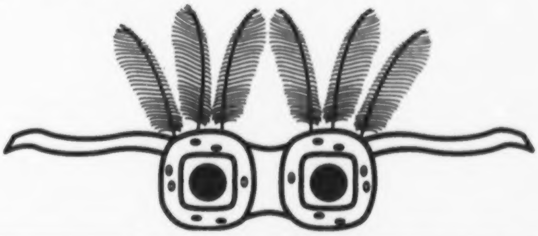
Egg Carton Eyes

1. Cut out two individual egg sections. In each, cut out a circle in the bottom to make the eye holes.

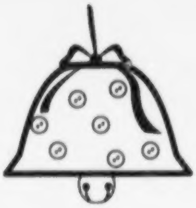
2. Let children color and decorate the egg sections with sequins and feathers.

3. Cut a piece of ribbon long enough to tie around a child's head. Staple the egg sections to the ribbon so that they fit over the child's eyes.

4. Wrap the ribbon around the child's forehead and tie it in the back.



Holiday Bells

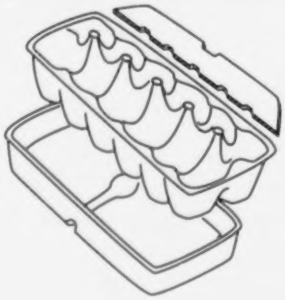


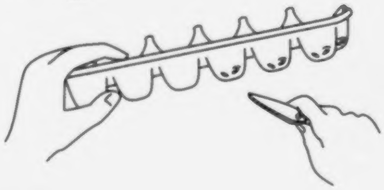
Additional Materials:

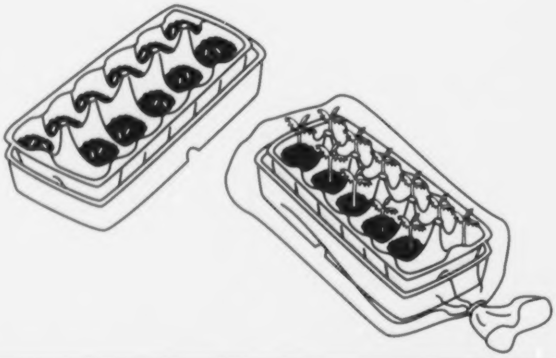
small jingle bells

1. Cut out and trim one egg section of a carton.
2. Tie a small jingle bell to the end of a piece of yarn or ribbon.
3. About an inch up from the bell make a double knot in the yarn or ribbon.
4. Poke a hole in the bottom of the egg carton section using the pointed end of a scissors or a sharp pencil. The hole should be big enough for the yarn or ribbon to thread through, but small enough to not allow the knot to pass through.
5. Thread the empty end of the yarn or ribbon through the hole in the egg carton and slide it down until the "bell" rests on the knot.
6. Let children decorate the outside of the bell with crayons, glitter and sequins.
7. Sing "Recycling is the Way" to the tune of "Jingle Bells". (See "Sing for Recycling" in **Wee Recyclers Activity Guide**.)

Seedling Starter*







Additional Materials:

potting soil
seeds (rye grass or carrot seeds grow quickly)
water
plastic bag and twist tie

1. Cut an egg carton in half, using the top side for a tray to trap drainage, and the egg section side for potting soil and seeds.
2. Help children make two or three holes with a sharp pencil in the bottom of each egg section for drainage.
3. Let children fill each egg section with a small amount of potting soil. Set the egg section in the drainage tray.
4. Help children plant a few seeds in each section according to package directions and water the potting soil slightly.
5. Place the entire egg carton in a clear plastic bag and close it with a twist tie.
6. Set the cartons in a sunny window. Maintain moisture in the bag so seedlings don't dry out.
5. When plants are big enough, transplant them outside or to a bigger container.

* Adapted from: **Let's Put Waste In It's Place** (see "Resources").

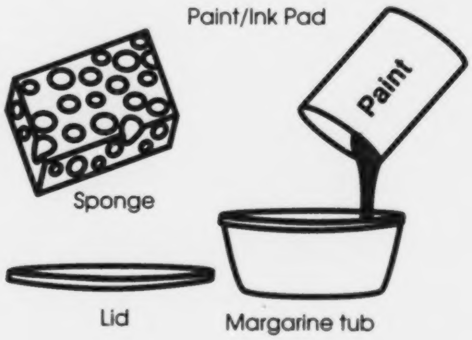
Going Beyond:

- Create a flower garden. Stick the stems of many egg carton flowers into a hard piece of "styrofoam" that is colored green. Place egg carton creatures on the ground around the flowers.
- For a Mother's Day gift, make three to five egg carton flowers with stems. Arrange them in a decorated container. (See "Wee Reusables" for decorated container instructions.)
- Use styrofoam egg cartons to hold small amounts of different colored paints.
- Egg cartons make great organizers of small things like beans, buttons, seeds, shells or stones.
- See "Wee Printers" for printing with "styrofoam".

Wee Printers —Making their mark in the world!

Print making is a wonderful way to learn shapes and colors. Experiment with different materials to print on and to print with. Let children discover the many shapes that different sides and angles of one object can make. Encourage children to experiment with different objects and colors. What happens when colors are mixed or shapes are printed on top of one another? Use the printed creations to make wall coverings, personalized cards and gift wrap.

Block Printing



Materials:

paper (scrap paper, shelf paper, tissue paper, construction paper)
paints or inks (poster paints, finger paints, acrylics, ink pads)
paint brushes or old tooth brushes
shallow containers for paint (margarine tubs, foil pans, meat packing trays)
work area covered with newspaper
painting aprons or old button-down shirts

Objects to print with:

half onion
half potato
carrot
celery
citrus fruit
apple
fern leaf
pine branch
corn cob
cookie cutters

sponge
coins
soda can
spools
nuts/bolts
toothbrush
potato masher
toothpaste cap
extract bottle
wooden clothes pin

erasers
fork
match box
corks
fingers
buttons
screws

spice can

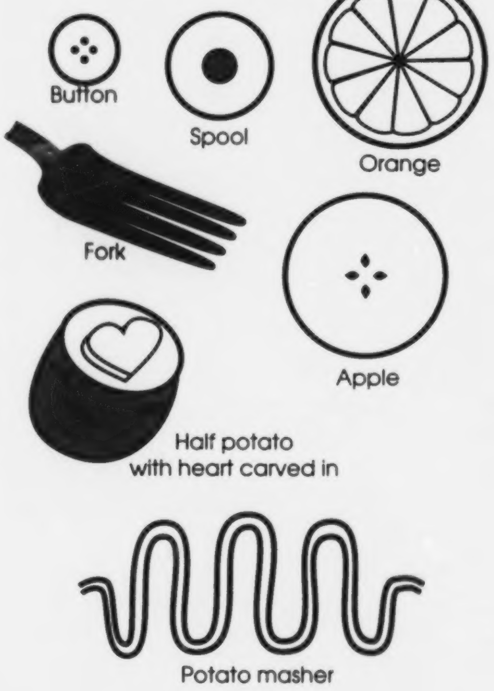
To make your own "ink" pads*:

1. Cut a piece of sponge to fit inside a small margarine tub or other small container with a lid.
2. Mix two parts poster paint with one part white glue. The glue makes the paint stick better to the printers and the paper.
3. Pour the mixture over the sponge and add a little extra in the container.

To print:

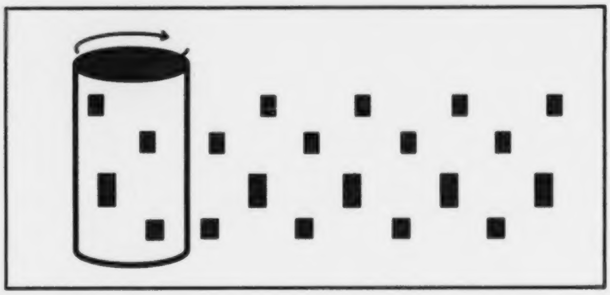
1. Ink objects by pressing them on the paint-filled sponge.
2. If the pad starts to dry out, add a little water to the container.
3. When you're done printing, cover the container with its lid a save until the next time you print.

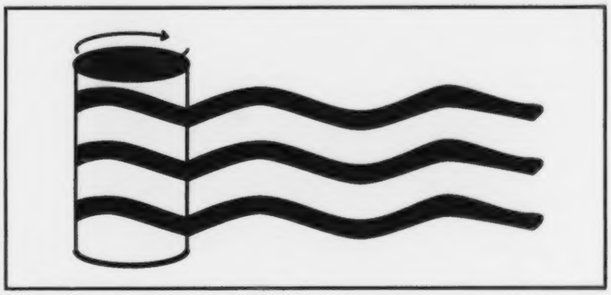
Prints from various objects



*Adapted from: **Toy Book** (see "Resources").

Roller Printing





Materials:

rollers (paperboard juice cans, tin cans with their labels on, paperboard tubes) string, fabric scraps, rubber bands, etc.
poster paint
glue
cookie sheet or meat packing trays
paper to print on

Procedure:

1. Pour poster paint onto a cookie sheet or meat packing tray to spread paint thin.
2. Let children glue scraps of string, material or rubber pieces onto the roller.
3. When glue is dry, have children roll the roller through a thin layer of paint and then across a piece of paper to make a repeating pattern.

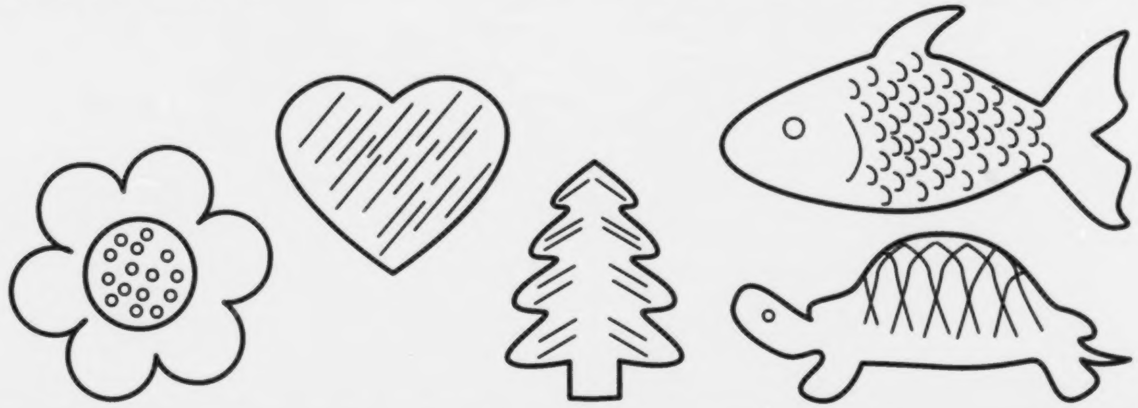
Polystyrene Printing

Materials:

polystyrene material (from egg-carton covers or meat packing trays)
scissors
pencil
ink pad
paper to print on
stencils or cookie cutters (optional)

Procedure:

1. Let children draw a simple shape with a pointed pencil on a flat piece of polystyrene. (If a more exact shape is desired, trace a stencil or cookie cutter onto the polystyrene surface.)
2. Help young children cut out the shape to make a stamp.
3. Children can etch a design into the stamp using a fingernail or pencil. Let them experiment making other designs using a fork, screw, bottle cap or the end of a straw.
4. Now the children are ready to print. Press the etched side of the stamp into the ink pad.
5. Place the inked side of the stamp down on paper, cover with a clean sheet of paper and press firmly.
6. This procedure can be repeated several times without having to re-ink the stamp each time.



Puppets

Puppetry can be an effective and entertaining means for conveying simple messages. Use some of the puppets featured here to teach various activities found in the **Wee Recyclers Activity Guide**. Encourage children to speak their own messages through puppets. The puppets are made with a variety of reusable materials. Discuss with your children the materials being used, what the items were before becoming puppet parts, and what other items could be reused to make puppets.

Paper Bag Puppets

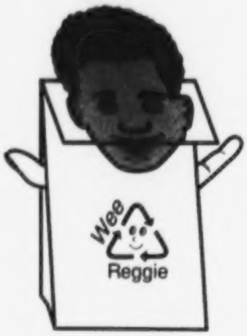
Materials:

clean, used paper bags
scissors
glue
scraps of construction paper
pieces of yarn and ribbon
crayons or markers
buttons cut from old shirts
paperboard tubes from paper toweling or food wrap
patterns*

* Patterns for some of the puppets can be found in the **Wee Recyclers Resources**. These patterns are for a standard lunch bag that will fit an adult's hand. Little children will still be able to manipulate the "mouth" of the standard lunch bag, but they will not be able to use the finger holes for arms. You may want to look for smaller bags that will fit your childrens' hands and reduce the size of the patterns.

Wee Reggie puppet

Procedure:



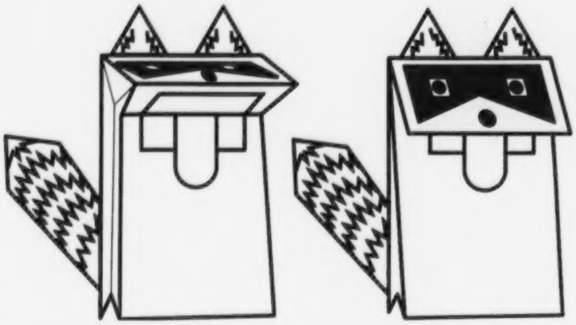
1. Find the patterns for Wee Reggie in the **Wee Recyclers Resources**, reproduce them and cut out.

2. Trace the patterns using crayons or markers.

3. Glue Reggie's head to the bottom of a small paper bag and glue the Wee Recycler logo to the front of the bag.

4. Insert your hand into the bag and mark where your "pinky" finger and thumb touch the side of the bag. Cut out two "arm" holes in the sides of the paper bag.

5. Your "pinky" finger and thumb will be Reggie's arms.



Rocky Raccoon*

Procedure:

1. Find the patterns for Rocky Raccoon in the **Wee Recyclers Resources**.

2. Trace the patterns on pieces of colored construction paper and cut them out.

3. Glue the construction paper pieces in place on a small paper bag.

4. Use small dark buttons for the center of Rocky's eyes.

5. Use a brown and black crayon or marker to color the rings on Rocky's tail and the inside of his ears.

6. Insert your hand into the bag and mark where your "pinky" finger and thumb touch the side of the bag. Cut out two "arm" holes in the sides of the paper bag.

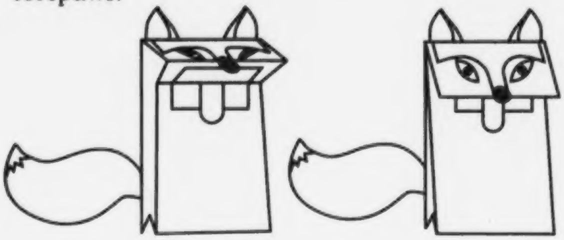
7. Your "pinky" finger and thumb will be Rocky's forepaws.

* Adapted from materials developed by Karen Fiedler, Waukesha County Recycling Coordinator.

Freddy Fox

Procedure:

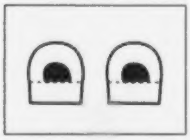
1. Find the patterns for Freddy Fox in the **Wee Recyclers Resources**.
2. Trace the patterns on pieces of colored construction paper and cut them out.
3. Glue the construction paper pieces in place on a small paper bag.
4. Using crayons, color the inside of Freddy's eyes yellow and shade the outside of his ears orange.
5. Insert your hand into the bag and mark where your "pinky" finger and thumb touch the side of the bag. Cut out two "arm" holes in the sides of the paper bag.
6. Your "pinky" finger and thumb will be Freddy's forepaws.



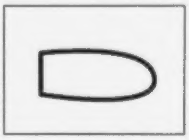
Frog

Procedure:

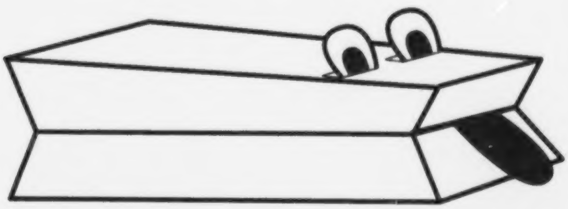
1. Take a small paper bag and fold the bottom of the bag in half. This is the frog's mouth.
2. Help children cut out a long tongue from construction paper and glue it to the bottom of the frog's mouth.
3. Cut out two half-circles from construction paper and make small folds along the straight edge to make tabs. Children can color in the pupil with a dark crayon and glue the eyes onto the bag so that they stand upright.



Green eyes
Color pupils black



Red tongue

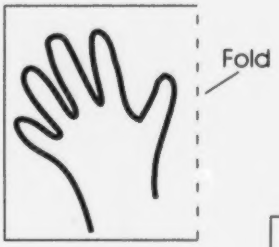


Recycle Reindeer*

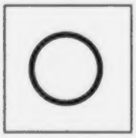
Procedure:

1. Help children trace around their hand on a folded paper bag (two layers of paper). Cut out the hand shapes for the reindeer's antlers.
2. Help children glue the antlers onto the top of a second paper bag.
3. Let children cut out a nose, two eyes and spots from scraps of construction paper and glue them to the reindeer's body.

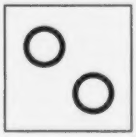
* Adapted from: **Project Pride**, Second Edition (see "Resources").



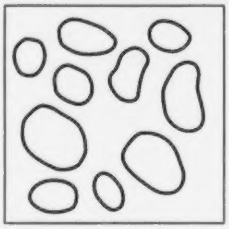
Brown Antlers



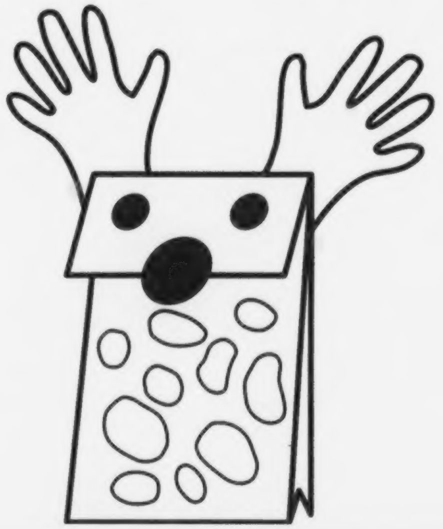
Red nose



Blue or black eyes



White Spots



Wee Recycler

Procedure:

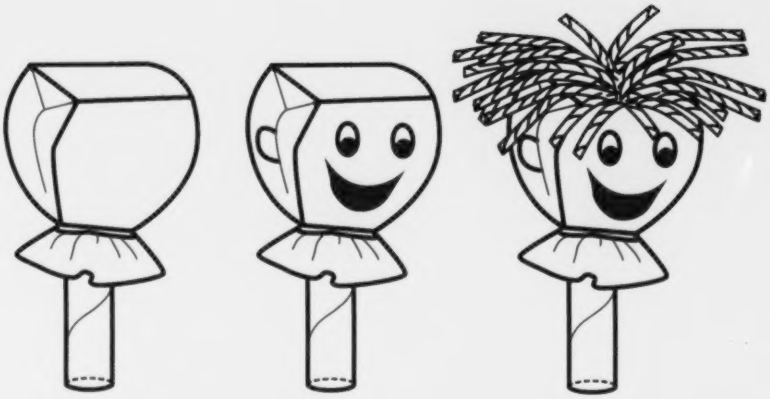
1. Have your children draw a face on a small paper bag with crayons, or cut facial features from scraps of construction paper and glue them in place.

2. Open a small paper bag and let children stuff it tightly with wads of newspaper.

3. Insert a paperboard tube into the open end of the bag and tie the bag securely to the tube with a piece of string.

4. Help children cut yarn into short pieces and glue them to the bag for hair.

5. For a collar, cut the bottom of the bag into strips.

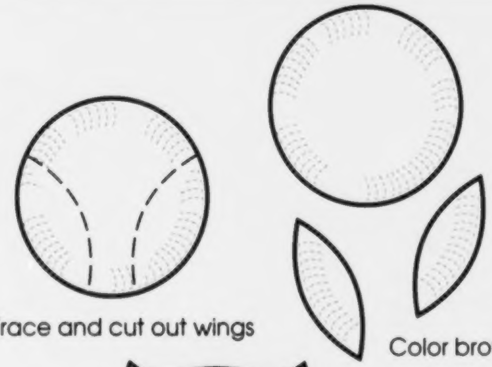


Paper Plate Puppets

Materials:

unwanted paper plates
scraps of construction paper
pieces of yarn, ribbon, string
buttons
paperboard tubes
scissors
glue
masking tape
crayons
patterns*

* Pattern for Oprah Owl found in the **Wee Recyclers Resources**.



Oprah Owl

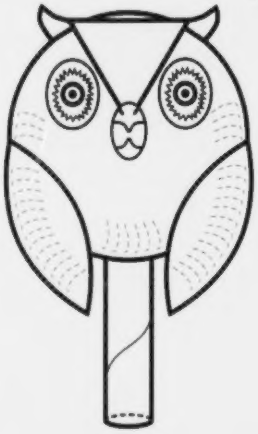
Procedure:

1. Two paper plates will be needed to make this puppet. Find the patterns for Oprah Owl in the **Wee Recyclers Resources**.

2. Trace all patterns (except the wings) onto scrap pieces of paper and color designated areas. Cut out the patterns.

3. Trace the wing pattern twice along the edge of a paper plate. Cut out the wings.

4. Color the wings and the second paper plate with brown and orange crayons.



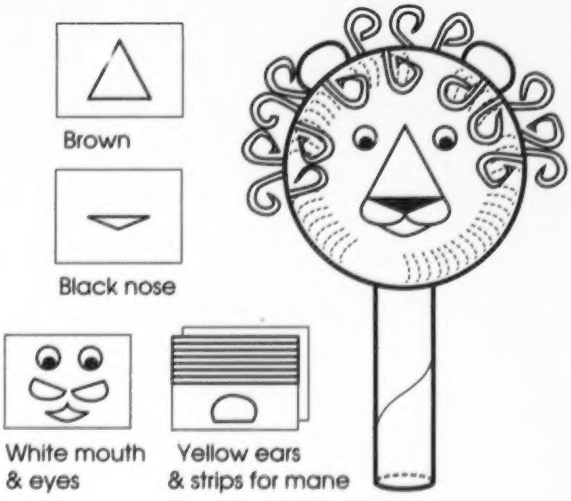
5. Glue the construction paper pieces and wings in place on the whole paper plate.

6. Attach a paperboard tube to the back of the plate using masking tape.

Recycle Lion

Procedure:

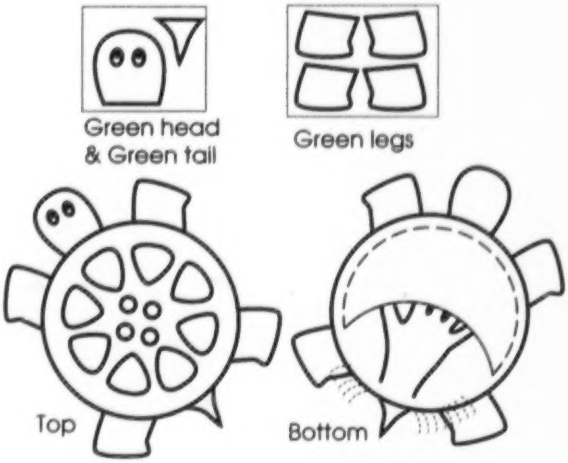
1. Let children color a paper plate yellow or gold.
2. Help children trace and cut out circles, half-circles and triangles from scraps of construction paper to make Recycle Lion's face. Help them glue the shapes onto the paper plate as shown in the picture.
3. To make Recycle Lion's mane, cut rectangular strips of yellow construction paper. Show children how to roll each strip around a pencil to make it curl. Have children glue the curled strips around the edge of the paper plate. Variations: Yarn or ribbon may also be used to make the mane.
4. Attach a paperboard tube to the back of the plate using masking tape.



Turtle

Procedure:

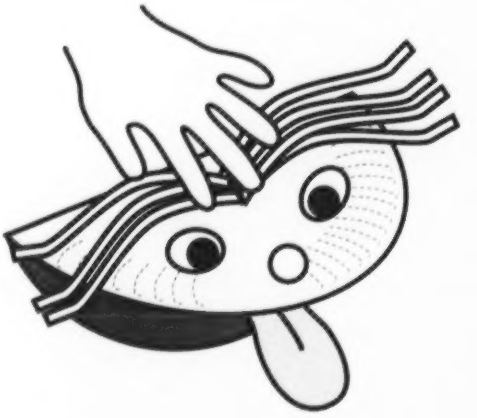
1. One and a half paper plates will be needed to make each turtle. On the back of one paper plate, let children draw a turtle shell design with green crayons.
2. Help children cut out a head, tail and legs for the turtle from green paper. Glue these pieces to the under edge of the shell.
4. Cut a second paper plate in half and staple or glue one half to the bottom of the turtle shell so that a pocket is formed in which to insert your hand.



Big Mouth

Procedure:

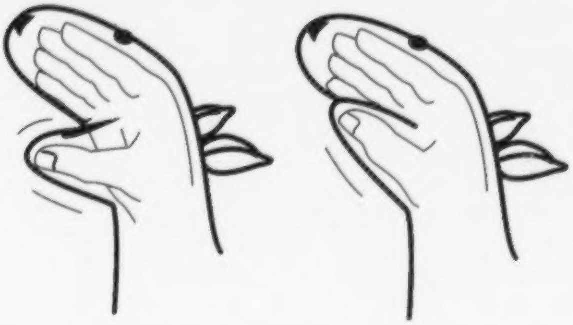
1. Help children fold a paper plate in half.
2. Have children cut out features from scraps of paper and glue them to the paper plate. Glue on pieces of yarn or ribbon for hair.
4. Children should place their thumb on the lower half of the plate, and their fingers on the top half. Open and close the hand to open and close the mouth.



Mitten or Sock Puppets*

Materials:

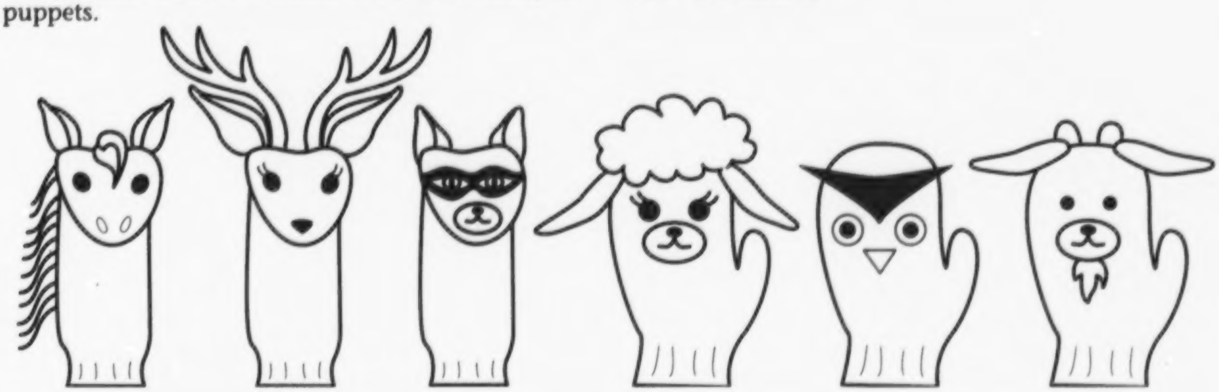
worn-out socks or mittens
felt or material scraps
construction paper scraps
yarn scraps
scissors
glue
buttons
needle and thread



Procedure:

Using scraps of paper, felt, and yarn, glue or sew features onto socks or mittens to make a variety of puppets.

* Adapted from: **Project Pride**, Second Edition (see "Resources).



Toilet Paper Tube Puppets

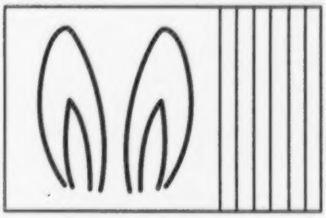
Materials:

toilet paper tubes
scraps of construction paper
yarn scraps
scissors
glue
crayons or markers
pipe cleaners or drinking straws

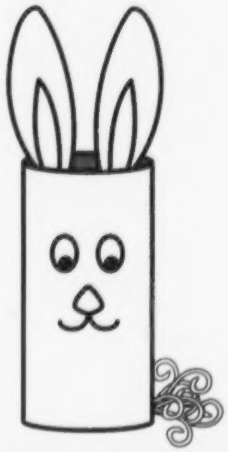
Recycle Bunny

Procedure:

1. Let children use a crayon or marker to draw a rabbit face near the top of the toilet paper tube. The rest of the bunny can also be colored.
2. Help children cut two long ears from construction paper and glue them to the inside upper edge of the tube.
3. Children can glue a cotton ball on the lower back edge of the tube for a tail.
4. Cut strips of paper for whiskers and glue them in place.
5. Insert fingers into the bottom of the tube to make the bunny hop.



White paper for ears and strips for tail



Tube Tots

Procedure:

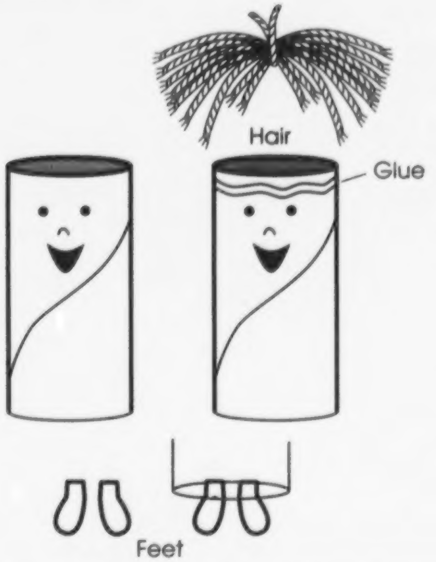
1. Let children draw a face near the top of the tube and color in the rest of the tube using crayons or markers.

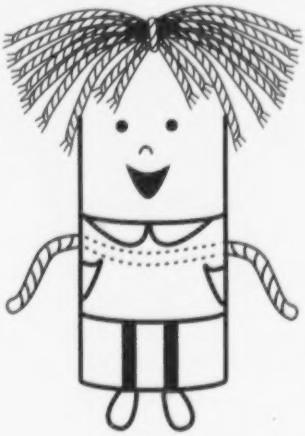
2. Help children make hair. Cut 20 pieces of yarn about five inches long. Lay pieces of yarn together on a flat surface and tie them together in the middle with another piece of yarn. Children can spread glue around the upper edge of tube. Place the yarn bundle on top of the tube and spread the yarn out around the top of the tube. Press the yarn down so that it adheres to the glue. Trim long strands away from the face.

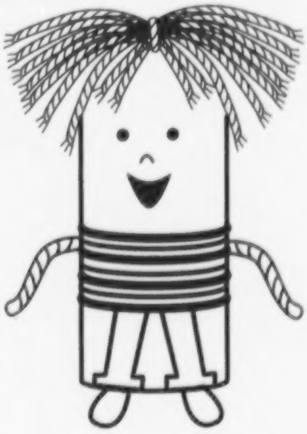
4. To make arms, poke two small holes on either side of the tube about half way down. Insert a 5-inch long pipe cleaner or straw into one hole and out the other. Let children bend ends to form hands.

5. Optional feet: Cut two strips of construction paper about one and one half inches long. Round off one end of each strip. Glue the straight end of the strips inside the tube and bend the rounded ends upwards.

6. To work puppets, insert fingers into bottom of tube.







Finger Puppets

Materials:

poster board or heavy construction paper
scissors (and a small manicure scissors)
crayons or markers

Wee Recycler

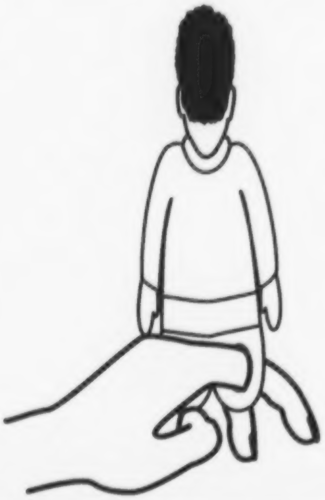
Procedure:

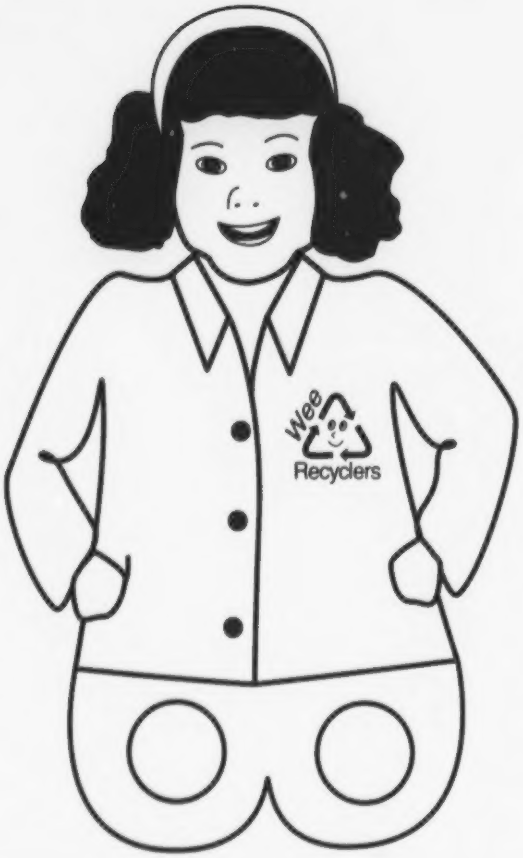
1. Trace the Wee Recycler pattern onto a piece of poster board and cut it out.

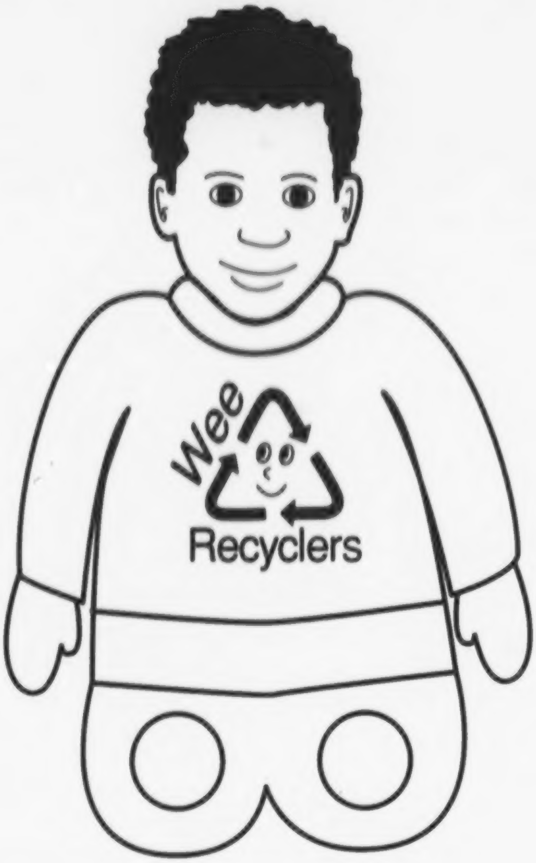
2. Use manicure scissors to cut out finger holes.

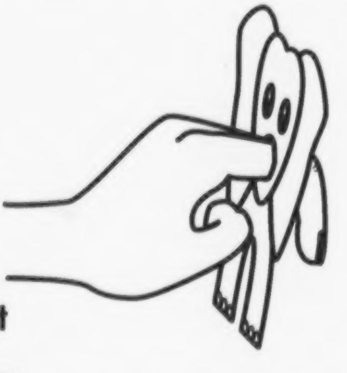
3. Use crayons or markers to color face, hair and clothes.

4. Fingers form legs when the puppet is operated.




Wee
Recyclers

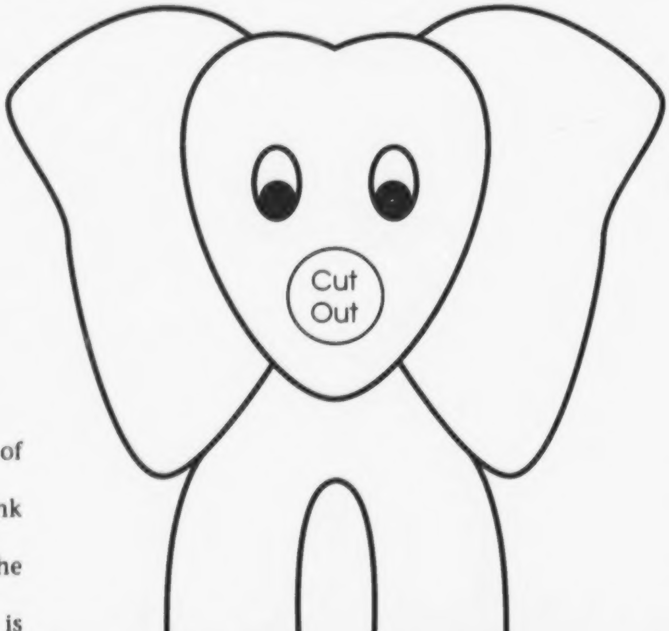

Wee
Recyclers



Elephant

Procedure:

1. Trace the elephant pattern onto a piece of poster board and cut it out.
2. Use a manicure scissors to cut out the trunk hole.
3. Use crayons to draw a face and to color the elephant.
4. A finger forms the trunk when the puppet is operated.



"Clamshell" Puppets*

Materials:

polystyrene or paperboard "clamshell"
  packages from fast food establishments
yarn or ribbon
scraps of construction paper or material
scissors
glue

Procedure:

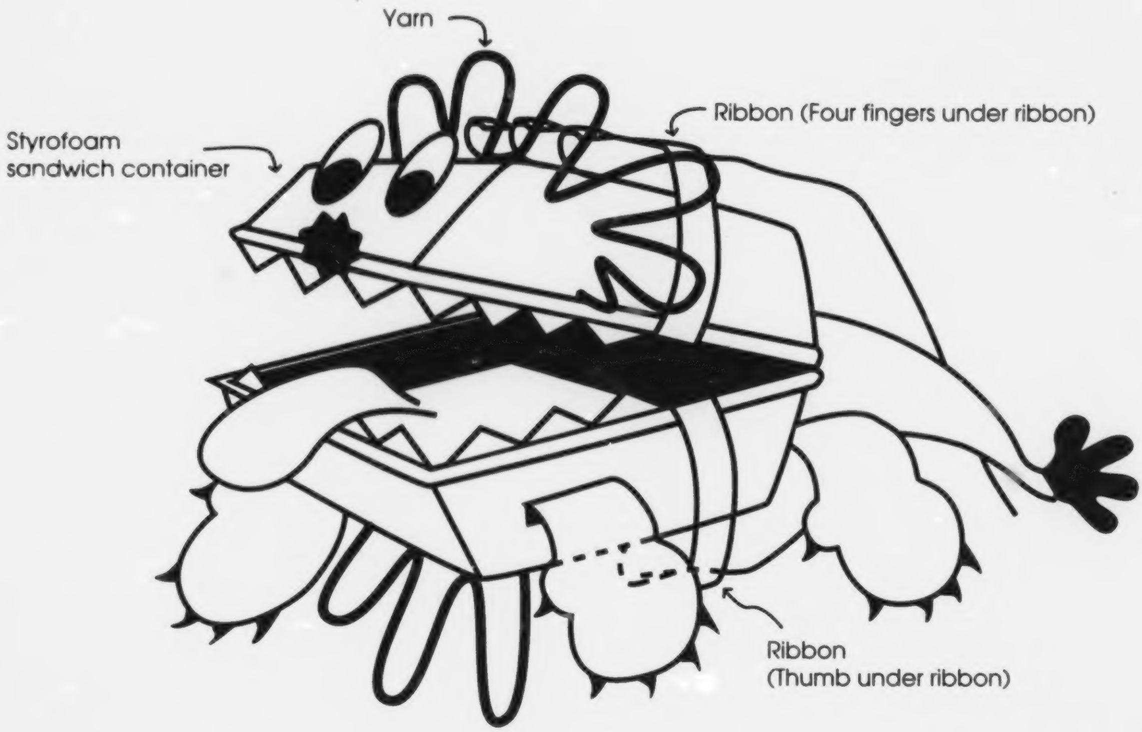
1. Sandwich-size clamshells make good puppets but may be too large for childrens' hands to manipulate. Look for smaller clamshells to fit little hands. Sometimes biscuits or muffins come in these.

2. Cut a length of ribbon or yarn that will wrap around the clamshell one and one half times. Cut the piece in half. Wrap one piece around the upper half and the other around the lower half of the clamshell. Secure all loose ends inside the clamshell with glue or tape. Leave enough slack between the clamshell and ribbon to insert fingers.

3. Let children cut out and glue facial features, horns, thorns, claws and hair to the clamshell to create their animals, creatures or monsters.

4. Insert four fingers under the loop on the upper half of the clamshell and the thumb under the loop on the lower half of the clamshell. Open and close your hand to make the puppet talk.

* Adapted from: **R.O.A.R.** (see "Resources").


Yarn
Styrofoam sandwich container
Ribbon (Four fingers under ribbon)
Ribbon
(Thumb under ribbon)

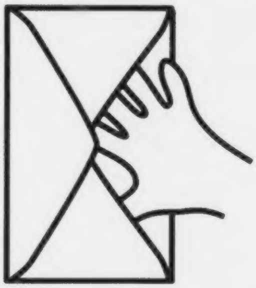
Envelope Puppets *

Materials:

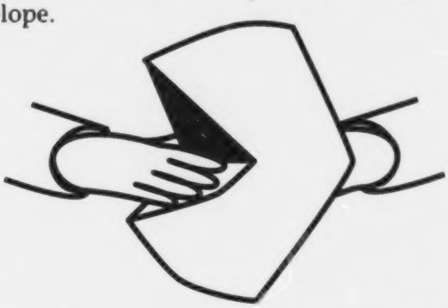
used envelopes (from junk mail)
crayons or markers
scraps of paper or paperboard
paper plates
pom pom

Procedure:

1. To make the head, put flap of envelope inside and slide hand into corners of envelope.

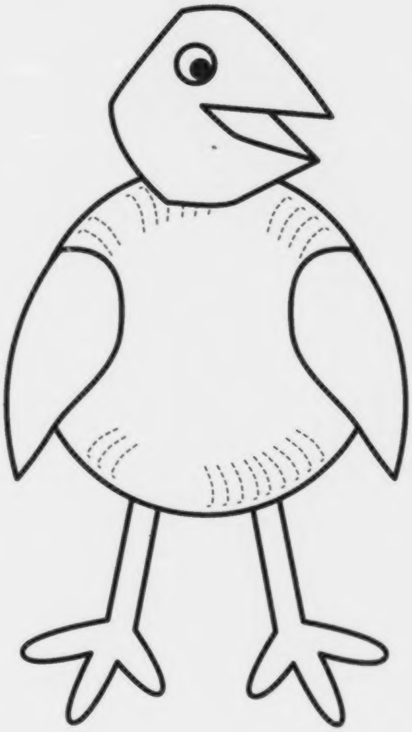


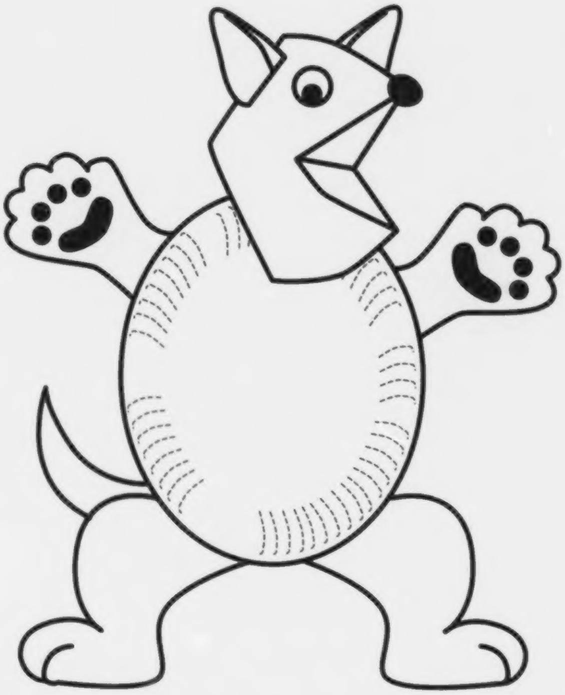
2. To form mouth, "bite" your other hand with the envelope.



3. Let children draw a face onto the top of the envelope using crayons or markers.
4. Attach a paper plate to the bottom of the envelope for a body.
5. Help children cut out arms, legs, wings, ears or a tail from paper or paperboard. Glue them to the paper plate and envelope.

* Adapted from: **R.O.A.R.** (see "Resources").





Our City

Children are naturally inquisitive, creative, good observers and full of colorful imaginations. This activity encourages the use of these skills. As you get ready to create the model city (town or neighborhood), take several days to observe a "real" city. If possible, take a walking tour, read stories or look at pictures of cities. Make picture charts of the different "parts" of a city and refer to these as the model is developed.

Materials:

large piece of sturdy cardboard or an old window shade for a base
art supplies as needed
large variety of cartons, boxes, paper tubes, packaging *
scraps of paper or any recyclable or reusable items

*(See listing of items in the Parent Letter at the end of the "Wee Recycling Center" in **Wee Recyclers Activity Guide**.)

Procedure:

1. Designate a table or out-of-the-way area to build the model city. (Setting aside a large space may be a problem for many facilities. If this is the case, divide the children into groups to work on several smaller cities or neighborhoods.)

2. Plan to build your city over several days or sessions. During each session a certain component of the city can be built. Consider these components:

- Streets
- Houses
- Important Buildings
- People
- Vehicles
- Nature
- Other ideas

3. Brainstorm with your children; find out what they know about a city. Ask them, what is a city? What things are in a city? Where do we find a city? Write or draw their ideas on a chalkboard or large piece of paper. Next, take your children on a short walk around your neighborhood. Have them look for things not already on the list. When you return, add newly discovered things to the list. Show your children the base or "ground" on which their city will be built and explain that this is where they will create their own special city together.

Streets

Take a walk outside and look at the streets in the neighborhood. You may also want to show the children pictures of streets in magazines and books. Ask your children some of the following questions: Are the streets straight or winding? What color are they? What are they used for? For young children, outline the street(s) for them on the base. Everyone should participate in filling in the streets. Use paints, crayons or markers to add color. Or "paint" glue with your finger over the surface and cover with sand, dirt, coffee grounds or seeds. Try gluing in place scraps of brown paper bag or old newspapers.

Houses

Take a walk outside and look at the different houses in the neighborhood. Discuss features such as doors, windows, chimneys, etc. Ask them what their houses look like. Help children make a pretend home that they would like to live in. For the houses, use pint and half gallon sized milk cartons cut in half. Try using small paperboard boxes leftover from food packaging or small gift boxes for apartment buildings or condominiums. Houses don't have to have straight walls. Use margarine tubs or yogurt containers for futuristic homes. Cut out windows and doors or cover containers with paper and draw on windows doors, bricks, shutters, etc. Be creative with a roof covering and include a chimney made from a slice of paper tube. Add cotton smoke. Let the children decide where they would like to place their houses in the city.

Important Buildings

Talk about other places or buildings that children may be familiar with in their neighborhoods or city. They may mention schools, churches, libraries, gas stations, stores and factories. Take a walk around town to look for these buildings. Make a list of the buildings seen. Back in the classroom, have children choose the type of building they would like to build. As with the houses, supply children with a variety of different sized boxes and containers to build structures. Suggest gluing different containers together for bigger and taller buildings. Use paper tubes for smoke stacks or steeples and cellophane or tissue paper scraps for cut-out windows.

People

Introduce this session by talking about what different people look like. They may bring up hair color and length, skin color, size and age. What are some of the different parts of the body? Ask about the important people in their lives (parents, grandparents, siblings, teachers, etc.). Provide children with old magazines, catalogs and junk mail. Let them find a picture of "themselves" and another picture to represent someone special. Help the children cut out and glue the picture onto a thin piece of paperboard. When the glue is dry, cut the figures out again. Make a cut straight across the bottom of the figure. Using the scrap paperboard, make small triangular stands that are straight across the bottom. Cut a short slit in the center bottom of each figure and a slit in the center top of the stands. Fit the slits of the stand and figures together so that the bottom of both are flush. The cut-out person will stand.

Vehicles

Discuss with your children the different types of vehicles they see on city streets. Take a walk outside. What vehicles do they see? Make a list of all the vehicles seen. Have children describe what the vehicles look like. Are they big or small? How many wheels do they have? What shape are the wheels? How big are trucks and buses? Supply children with a variety of small boxes, cartons and containers. Let them create their own vehicles for the city. Give them toilet paper tubes, spools and film canisters if they want to make wheels. Encourage them to use their imaginations. How might their vehicle be propelled? What is their vehicle used for? Let the children place their vehicle on the city streets and move them around.

Nature

Ask your children what other things live in the city — like plants and animals. Start a picture list of things that live and grow in the city on the chalkboard or large piece of paper. Take a walk outside to look for lawns, gardens and parks. Talk about trees, grass, flowers and bushes. What colors are they? Are they all the same? Also, look for animals that are found in the city. What kinds of animals are found here? Now let the children add some nature to their city. They can use pieces of sponge dipped in green paint to print a grassy surface, or they can dip cotton balls into green paint and glue them on the base as bushes. Paper tubes make good tree trunks. Children can rip circles from paper for tree foliage, color with crayons or paint, and glue them on the trunk. They can also glue cotton balls or popcorn dipped in green paint on the tree. Foliage can also be created from bunched up crepe paper or tissue paper glued into place. Children may want to collect real leaves and glue them to the paper tubes. Flowers can be made from scraps of bright colored paper cut or ripped into tiny pieces. Some children may want to cut pictures of flowers from old magazines, wrapping paper or greeting cards. Glue pieces directly on the ground. Animals can be made from cut out pictures. See the section for "People" for directions.

Other Ideas

Walk around the neighborhood again. What things do the children see that have not yet been included in their city? Keep a list of the things they mention. Back in the classroom, ask them what additional things they would like to put in their city. Help them to create these things. Power lines can be made from used straws and scraps of string. Fire hydrants can be made from spools or film canisters. Use toothpicks to lay a railroad track. Try adding lakes or pools made from meat packing trays. Include a farm or zoo with animals made from cutouts. Children may want to show where the landfill or recycling center is. Encourage children to use their imaginations.

4. As your city grows and is completed, children will feel a sense of pride for contributing to its creation. Teachers should allow children to play with their cut-outs in the city when it is finished.

Going Beyond:

- Older children may want to make a more futuristic city. After completion, discuss the probability of someday having real cities being built from recyclable materials.
- Instead of a city, create another setting like a playground, park or farm. For a farm, make houses and barns from boxes, fences from pieces of plastic berry baskets, silos from paper tubes. Cut-out figures of people and farm animals from magazines.

Resources

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Credits and Acknowledgements:

Editors: Renee Mabie and Joel Stone

Editorial Advise: Cathy Cliff, Susan Gilchrist, Judy Klippel, Sherry Klosiewski, Linda Lopeman, Jeff Smoller, Shelley Heilman and Dennis Yockers

Graphic Design and Layout: Georgine Price

Illustrations: Linda Pohlod

Special thanks for material review and advice: Kathleen Hunt, Madison; Shirley Napgezek, Milwaukee; Childrens Edu-Care, Milwaukee; Dane County Head Start, Madison; Mary Linsmeier Preschools, Milwaukee and Red Caboose Day Care, Madison

Produced by:
Wisconsin Department of Natural Resources

Your comments and suggestions about this guide are welcome. Address your comments to:

Recycling Education Coordinator
Wisconsin Department of Natural Resources
Box 7921
Madison, WI 53707

027GP2/92

Printed on Recycled paper

Take-Home — Masters

The following pages contain masters of activity sheets that can be reproduced and taken home by your children to share with friends and family members. Here are the directions for reproducing and assembling these materials.

Recycling labels — Reproduce a set of labels for each child. Send the labels home with the Parent Letter found at the end of "Sorting Together At Home".

Recycle — It's Easy directions — Reproduce these pages back-to-back if possible. Discuss the pictures and directions given for each recyclable item with your children. Encourage them to share this information with their families. Send this home with the Parent Letter found at the end of "Sorting Together At Home".

I Can Recycle book — Reproduce both pages on separate pieces of paper for each child. Fold each page into fourths, then staple the two folded sheets together along the middle fold to form a book. For further directions, see "I Can Recycle".

Wee-kly Recycling Ideas — At the beginning of each month, reproduce the appropriate calendar page for each child to take home and share with family members. For further directions, see the introduction to the calendar.

Wee Reader — Reproduce the four master pages for each child. Copy page A and page B back-to-back and copy page C and page D back-to-back. Fold each page along the dotted line and then cut along the solid line. Put the pages together in numerical order to form a book. Punch two holes along the middle fold, thread a piece of yarn through both holes, and tie the ends to bind the book together. For further information, see "Wee Reader".

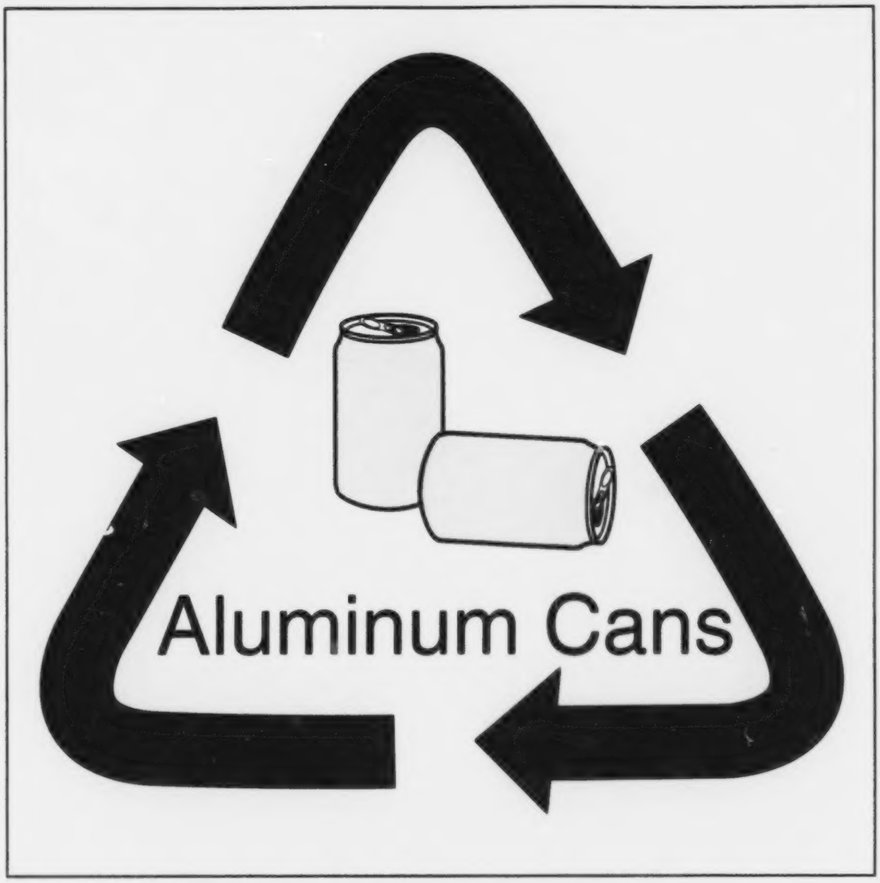
Wee Recyclers Clean Up — Use with the activity "Wee Recyclers Clean Up". Reproduce one page for each child.

Litter Red Riding Hood sequencing — Reproduce one page for each child. Help them cut apart the different pictures. Send the pictures home with the child to retell the story to family members. For other ideas, see "The Story of Litter Red Riding Hood".

Nature Recycles — After learning about nature's recyclers in "Nature's Recyclers Storyboard", reproduce the poem for children to take home and share with their families.

Wee Puzzle sheets — Reproduce the puzzle sheets for children to use in class or to take home.

These materials are printed on recycled paper. Illustrations by Georgine Price.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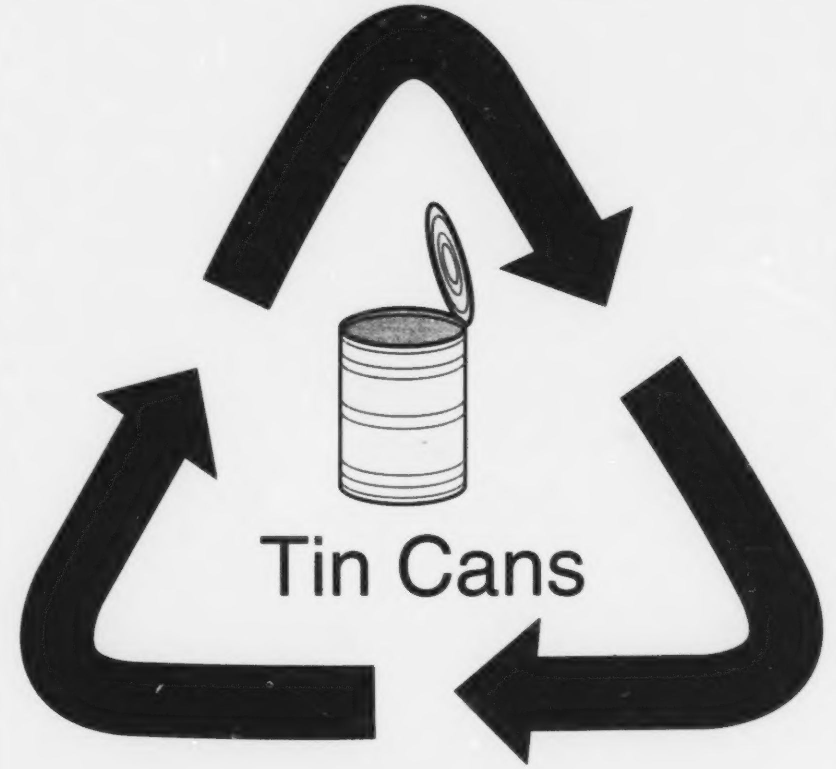

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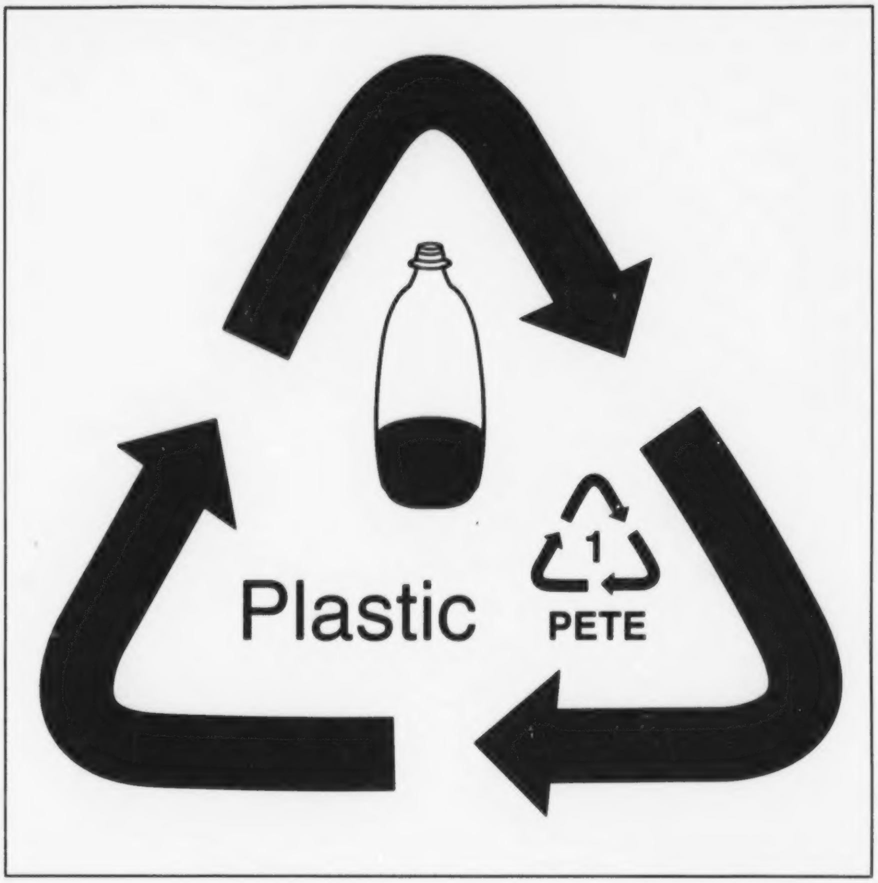
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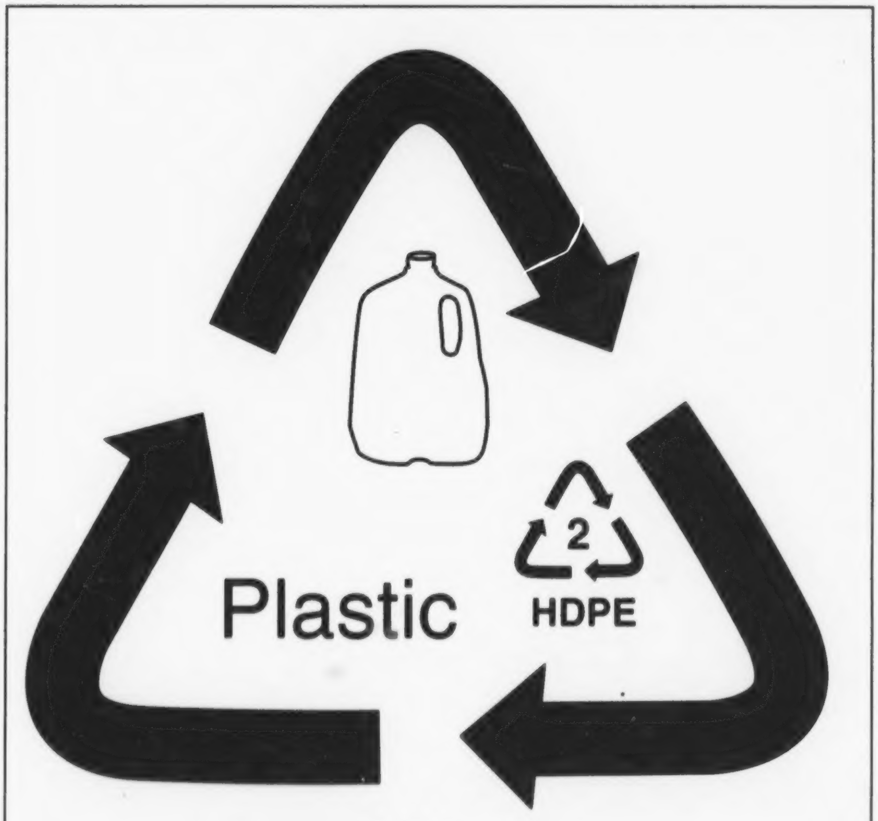
Plastic
PETE


2
Plastic
HDPE

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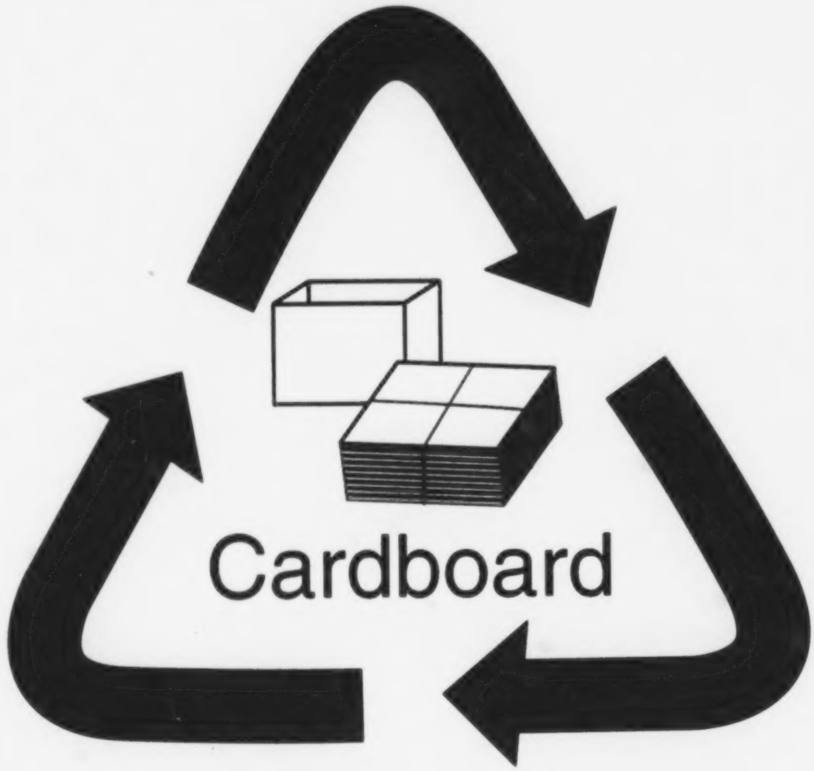

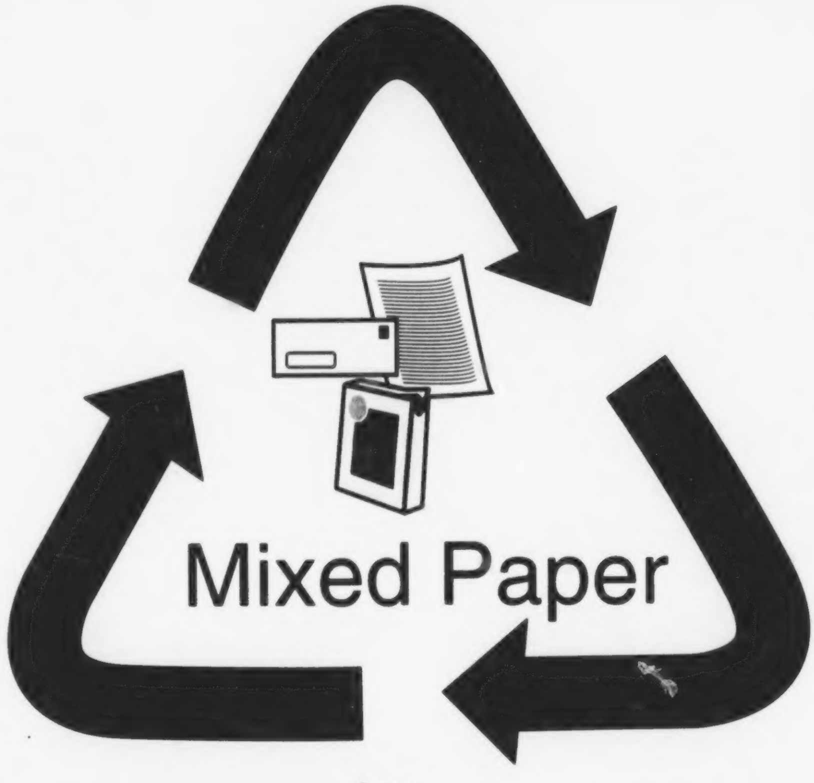
Mixed Paper

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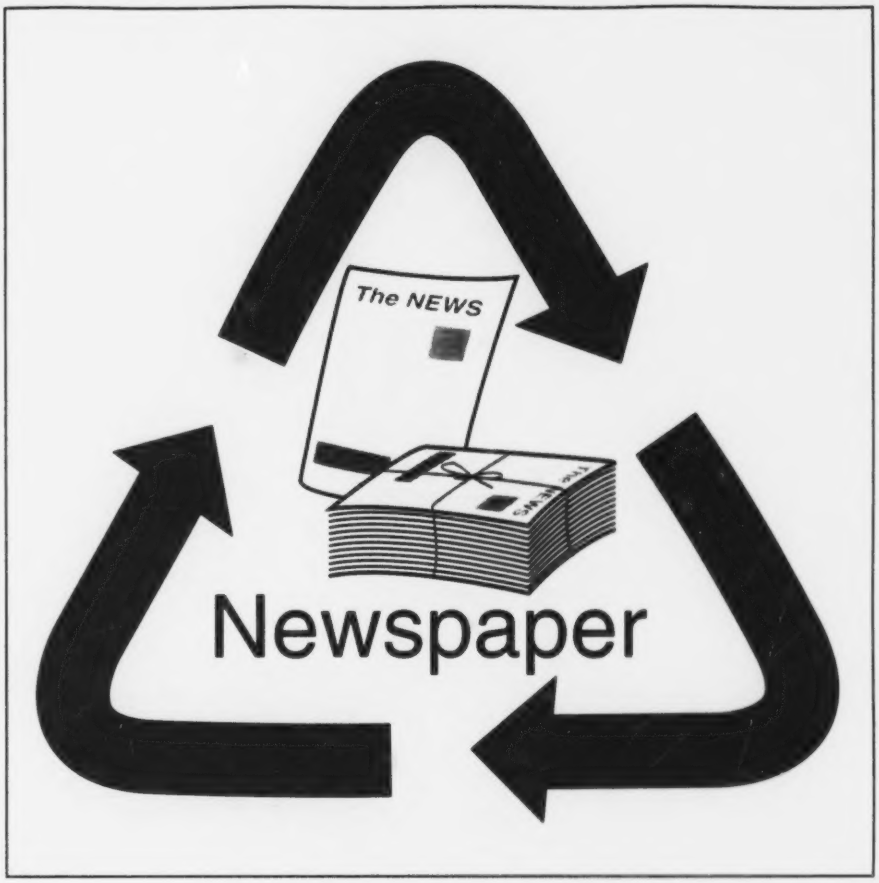
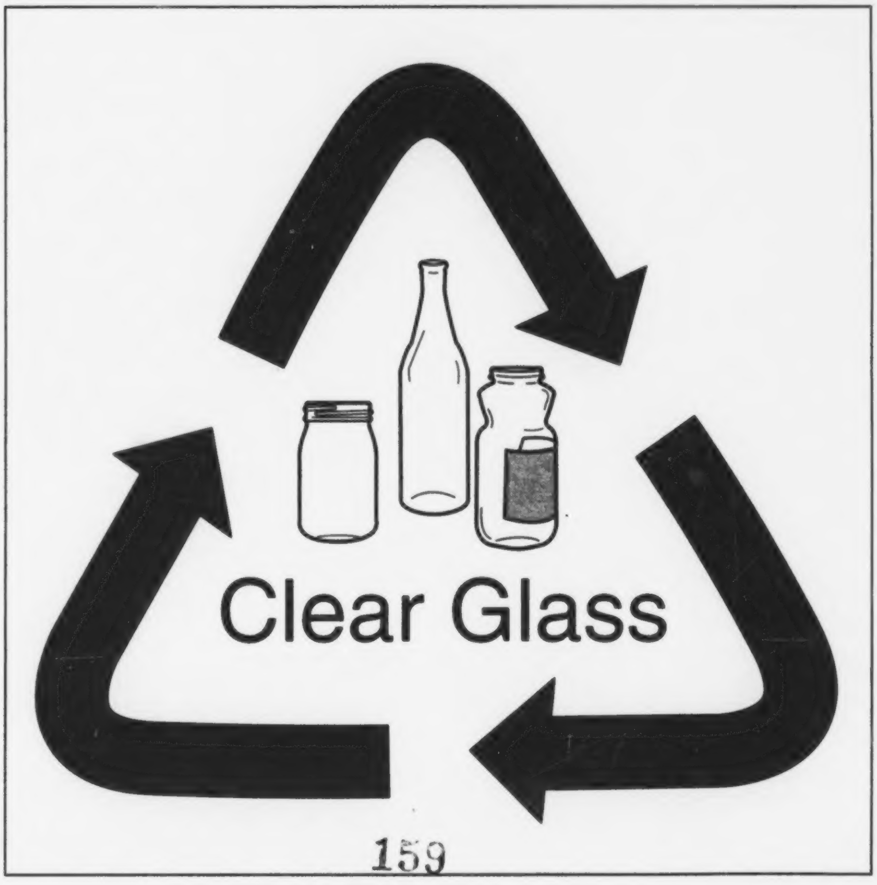

The NEWS
The NEWS
Newspaper


Clear Glass

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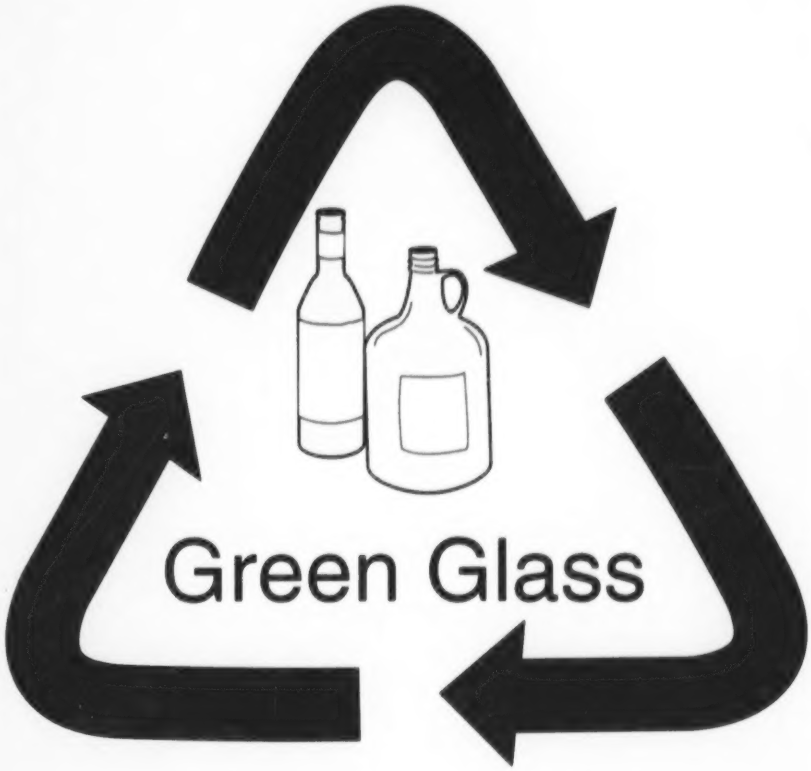
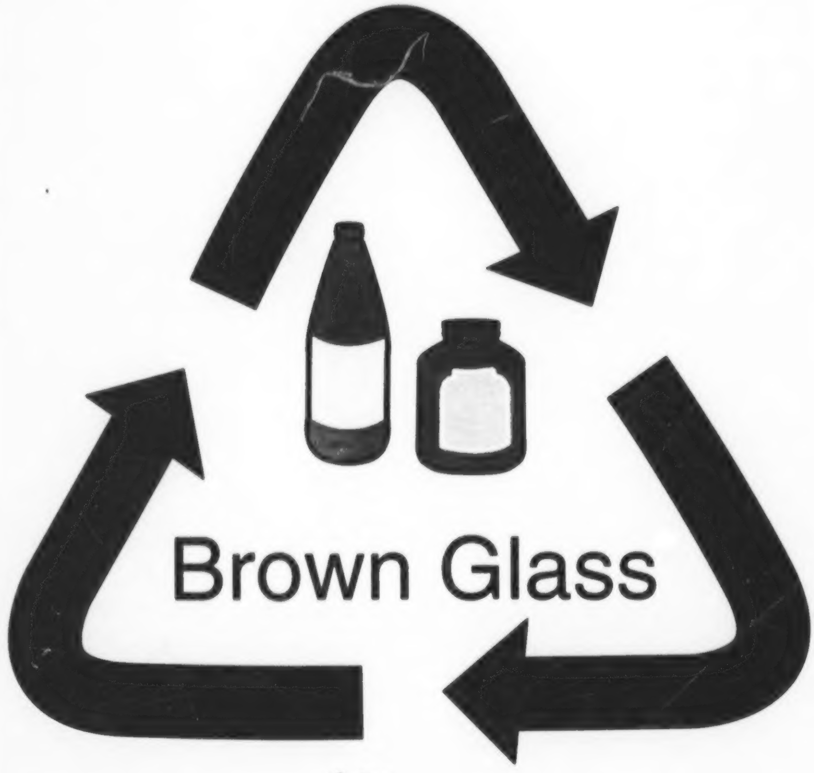


Green Glass



Brown Glass

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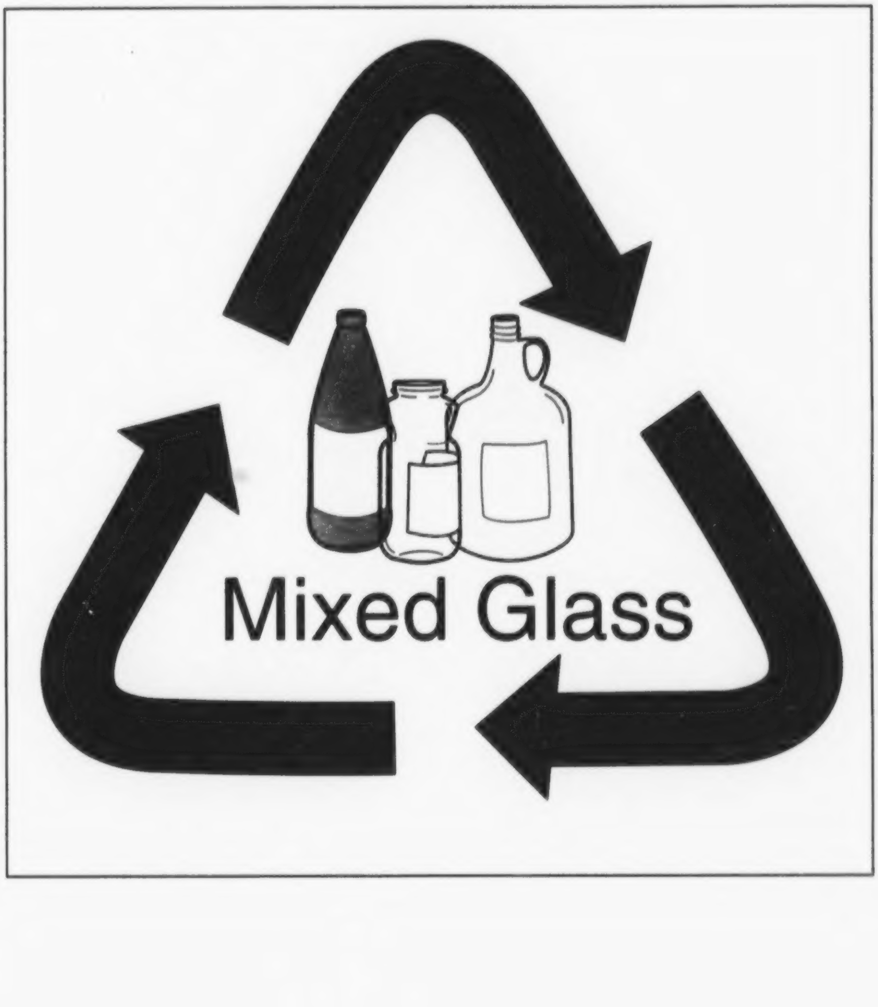
Mixed Glass

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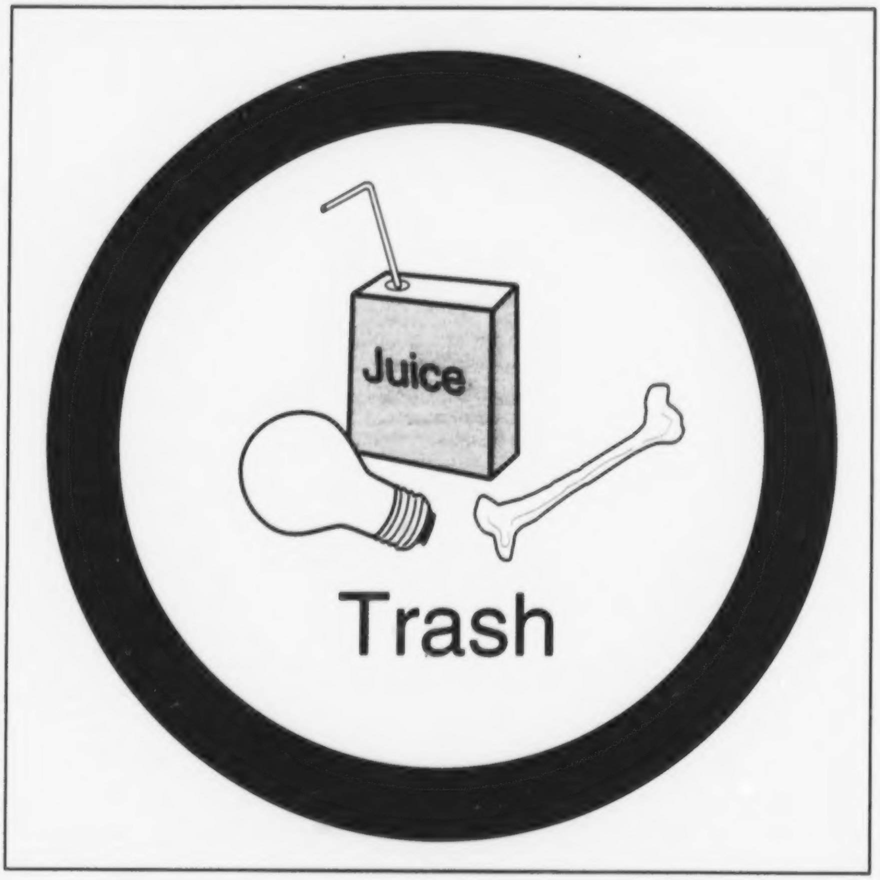
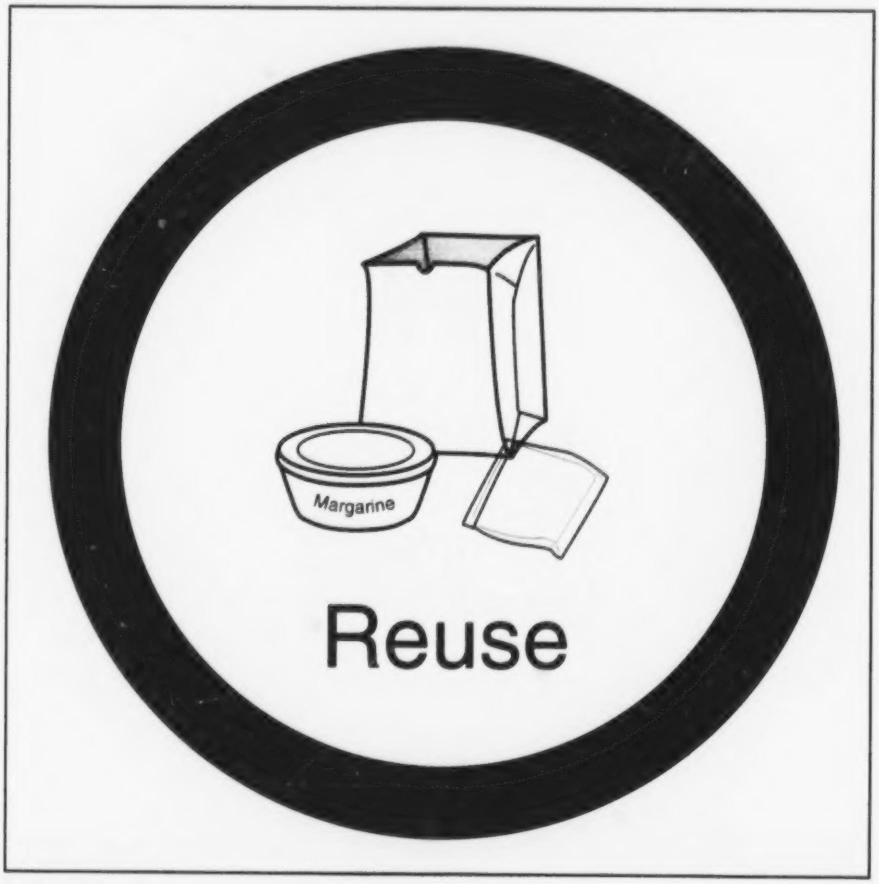

Juice
Trash


Margarine
Reuse

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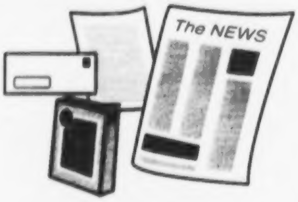
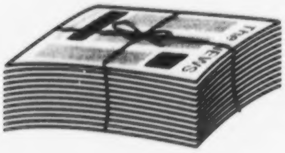
Recycle — It's Easy

You can help your family recycle by following these simple directions.

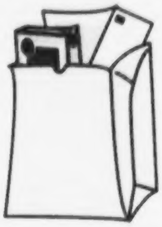
Mixed paper and newspaper



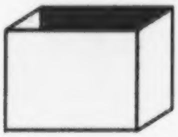
- Bundle and tie newspaper



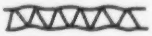
- Put mixed paper in large grocery bags



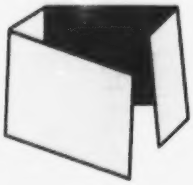
Corrugated cardboard



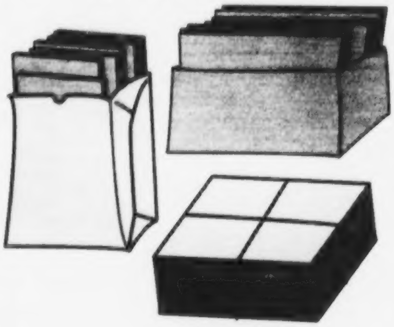
- Look for the ribbed, wavy layer.



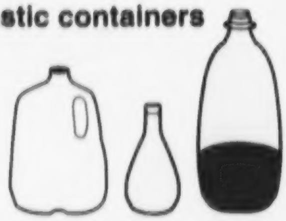
- Flatten the cardboard



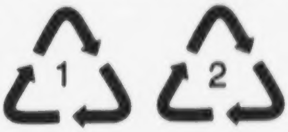
- Bundle, bag or box it



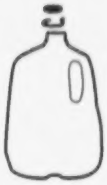
Plastic containers



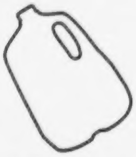
- Separate by recycling code



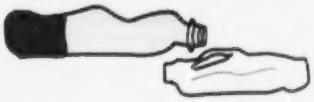
- Remove caps and rings



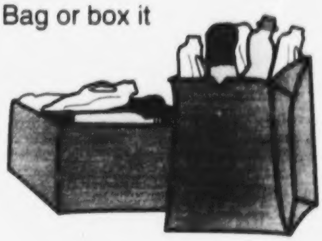
- Rinse



- Flatten



- Bag or box it



Check with your local government or recycling center to find out what is recyclable in your community.

Mixed paper
- ☐ yes
- ☐ no

Newspaper
- ☐ yes
- ☐ no

Corrugated cardboard
- ☐ yes
- ☐ no

Plastic containers

♳	☐ yes	☐ no
♴	☐ yes	☐ no
♵	☐ yes	☐ no
♶	☐ yes	☐ no
♷	☐ yes	☐ no
♸	☐ yes	☐ no

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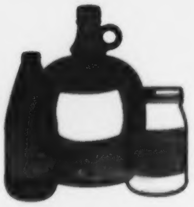
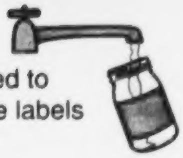
Recycle — It's Easy

Glass bottles and jars

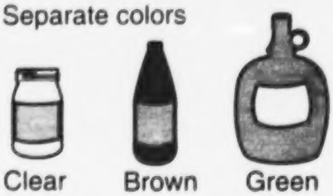


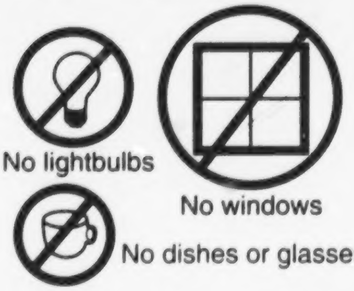
- Rinse



No need to remove labels

- Separate colors



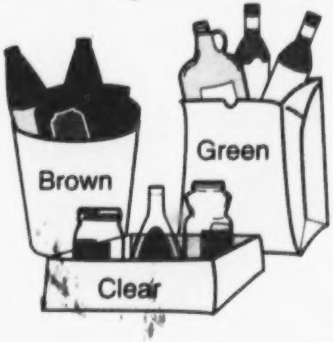


No lightbulbs

No windows

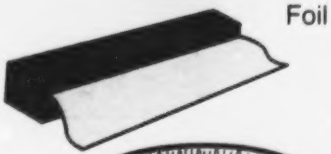
No dishes or glasses

- Put in bags, boxes or buckets

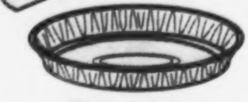


Aluminum

Aluminum cans



Foil



Pie plates

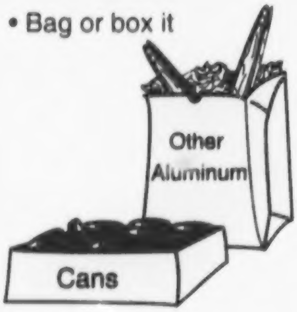
Magnets won't attract aluminum

- Rinse

- Flatten (if required)

- Separate cans from other aluminum

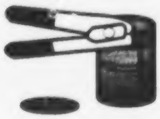
- Bag or box it



Tin cans

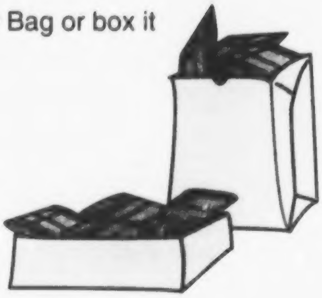
- Rinse

- Remove the label (if required)
- Open both ends



- Flatten

- Bag or box it



Check with your local government or recycling center to find out what is recyclable in your community.

Glass bottles and jars	Aluminum cans	Tin cans
☐ yes	☐ yes	☐ yes
☐ no	☐ no	☐ no

Wisconsin Department of Natural Resources
Bureau of Information and Education—Recycling Unit
PUBL-IE-117 91

I can Recycle ____________

I can Recycle ____________

fold

fold

Recycle now,
I'll show you how!
(draw a picture of yourself)

The End

cut

Recycling Book

This book belongs to

____

Wee Recyclers Resources • Wis. Dept. of Natural Resources © 1992

I can Recycle ____________

I can Recycle ____________

fold

fold

cut

I can Recycle ____________

I can Recycle ____________

Wee-kly Recycling Ideas

Reducing, reusing and recycling are learned behaviors. The only way to make them a habit is to practice them daily at school, at work and in the home. It's sometimes the hardest to change a household routine — especially when adults are accustomed to doing things a certain way. As your Wee Recyclers learn to reduce, reuse and recycle at your facility, they can take these behaviors home and encourage their families to make them part of their daily routine too.

Throughout the **Wee Recyclers Activity Guide** there are ways for you to encourage families to participate in recycling. The two Parent Letters that accompany the take-home copies of the recycling labels and the Recycle — It's Easy guide are a start. Not only do these communicate to the parents what their children are learning, but they also give them the tools with which to reinforce the behaviors that have been taught. In addition, some activities are reproducible and can be taken home for children to share with their families.

To help families adjust to the reducing/reusing/recycling routine, we hope you will share with them the Wee-kly Recycling Idea calendar. This calendar has 12 pages to correspond with the 12 months of the year. Each page is divided into four weekly suggestions; send home a page at the beginning of every month.

The ideas for reducing, reusing and recycling are practical, money-saving and earth-friendly.

Wee Recyclers

Wee Recyclers

January

Wee-kly Recycling Ideas

Here are some ideas for reducing, reusing and recycling that are practical, money-saving and earth-friendly. Help your child be a good Wee Recycler this month by following one of these suggestions each week. Learn with your child as you discover new ways of doing things.

Week One

Give your child a big box to play with. Play hide and seek or let your child pretend that the box is a spaceship, fort, car, time machine, etc. Let him draw on the box, cut out openings or tape on decorations. He is learning how to reuse something. After the box has been "worn out" ask him what should be done with the box. If you can recycle cardboard in your community, help him flatten the box (only if he agrees to do so), and take it to be recycled.

Week Two

Have a treasure hunt for reusables. Look around your kitchen for food containers (margarine tubs, yogurt cups, etc.) that can be reused for storage of left-over food, crayons or other items. After they are empty, help your child clean and save them for future use.

Week Three

My cup. Is your child always asking for a clean glass for a drink? Help her select an unbreakable cup or glass and draw a picture and her name on it with permanent markers. Keep this where she can reach it and encourage her to use it and rinse it out every time she has a drink. Wash the cup or glass at the end of each day. Avoid disposable cups whenever possible.

Week Four

Buy products in bulk or buy larger packages and put the amount you need for lunch or snacks in reusable containers. Buying in bulk is usually cheaper than buying individually wrapped servings and requires less packaging be thrown away. Let your child help pack his own servings in the smaller reusable containers and also help you clean and put away the containers when they are empty.

February

Here are some ideas for reducing, reusing and recycling that are practical, money-saving and earth-friendly. Help your child be a good Wee Recycler this month by following one of these suggestions each week. Learn with your child as you discover new ways of doing things.

Week One

Help your child learn her colors. Look for and save different colored plastic containers. Use these to store her treasures in. Help your child make a chart coding the colors to treasures. When she wants a particular item, help her use the chart to find it.

Week Two

Plan another treasure hunt. Look for single use or disposable items (napkins, towels, diapers, juices boxes, etc.) in your home. Make a list of these and a corresponding list of reusable alternatives. Ask your child to help you look for reusable items the next time you go shopping.

Week Three

My towel. Is your child always asking for paper towels to dry his hands? Help him select his own hand towel and hang it within his reach. Encourage him to use it whenever he has to dry his hands. Wash the towel regularly to keep it clean.

Week Four

Save old holiday and greeting cards and reuse them again. Have your child help you select and cut out portions of appropriate cards and make gift tags or "new" cards. Recycle the scraps that are left over.

Wee Recyclers

March

Here are some ideas for reducing, reusing and recycling that are practical, money-saving and earth-friendly. Help your child be a good Wee Recycler this month by following one of these suggestions each week. Learn with your child as you discover new ways of doing things.

Week One

Help your child learn his numbers. Most plastic containers can be identified by a number stamped on the bottom of each container. Look for the recycling symbol ♲ with the numbers 1, 2, 3, 4, 5, 6 or 7 stamped inside of it. Collect all seven types and use these to help him learn to identify these numbers (by categorizing containers) and to count (by arranging in numerical order).

Week Two

Find out what is recyclable in your community and buy products that are packaged in materials that can be recycled. Or, look for and buy products that are packaged in materials that have already been recycled. Ask your child to help you look for the recyclable symbol ♲ when you go shopping.

Week Three

Cut-out paper friends. Look for pictures of people and animals in old magazines. Help your child cut them out and glue them to a lightweight piece of cardboard. Glue a cardboard base or back brace to these and use them in play.

Week Four

Has your child outgrown some of her toys and clothes? Swap these with other families for "new ones". Moms and dads can swap magazines and books too.

Wee Recyclers

April

Here are some ideas for reducing, reusing and recycling that are practical, money-saving and earth-friendly. Help your child be a good Wee Recycler this month by following one of these suggestions each week. Learn with your child as you discover new ways of doing things.

Week One

Litter is everybody's problem and responsibility. Take your child for a walk along your street or block. Pick up litter as you walk along and dispose of it properly when you get home — perhaps even recycle some of it. Talk with your child about doing your part to help clean up the environment.

Week Two

Spring cleaning? Save some old clothes, shoes, hats and jewelry for playing "dress-up" with your child. Keep these in an old trunk, suitcase or cardboard box. Donate those items you don't want to charities.

Week Three

Build a compost pile for vegetable scraps and yard waste (leaves & grass clippings). Compost vegetable and yard waste and use it to enrich your soil.

Your child can help you build the pile. Let her take the kitchen scraps out to the pile to be composted. Contact your local Department of Natural Resources or Cooperative Extension offices for information on composting.

Week Four

Help your child collect magazines at the end of each month and take them to a senior citizens' home to be reused. Talk with your child about sharing and reusing. In this instance you are sharing something that may otherwise be thrown away.

May

Here are some ideas for reducing, reusing and recycling that are practical, money-saving and earth-friendly. Help your child be a good Wee Recycler this month by following one of these suggestions each week. Learn with your child as you discover new ways of doing things.

Week One

Plastic people. Look for a plastic liquid soap bottle that has a narrow "waist". Help your child make a person out of the bottle using markers to draw facial features and scraps of cloth glued in place for clothes.

Week Two

Make up your own "picnic basket" that includes reusable cups, plates, silverware and table cloth. Look for these items at garage sales. Let your child help you pack the picnic basket. Go on a picnic!

Week Three

Make your paper last twice as long. Encourage your child to use both sides of a piece of paper when drawing pictures or learning to write. Save paper that has only been written on one side in a "reuse" box for your child's projects. Recycle paper when both sides have been used.

Week Four

Tire swing. Do you have an old tire lying around? Make a swing for your child using the tire and a strong piece of rope. After you hang it up, drill some drainage holes in the bottom of the tire.

Wee Recyclers

June

Here are some ideas for reducing, reusing and recycling that are practical, money-saving and earth-friendly. Help your child be a good Wee Recycler this month by following one of these suggestions each week. Learn with your child as you discover new ways of doing things.

Week One

Assemble a variety of plastic containers to make sand box toys. Use your imagination to create scoops, strainers, measuring cups and small shovels, rakes or hoes. Draw the shape to be cut out with crayon or pencil. Submerse the plastic container in hot water to soften the plastic. Cut out the toy with scissors and smooth rough edges with sand paper.

Week Two

Encourage your child to use a dish cloth, rag or sponge for wiping up spills instead of paper toweling. They can be cleaned and used again instead of being used once and thrown away.

Week Three

Collect aluminum cans with your child and take them to a recycling center. Let your child keep the money and encourage him to save the money to buy something special. Aluminum is a very valuable metal and is easy to recycle. Recycling one aluminum can saves enough energy to keep a light bulb lit for 12 hours!

Week Four

Remember how to make a hat out of a piece of newspaper or an airplane out of a sheet of scrap paper? Share this knowledge with your child and have fun wearing hats and flying planes.

Wee Recyclers

July

Here are some ideas for reducing, reusing and recycling that are practical, money-saving and earth-friendly. Help your child be a good Wee Recycler this month by following one of these suggestions each week. Learn with your child as you discover new ways of doing things.

Week One

Is your child curious about bugs, and you don't want to touch them? Make an insect viewing cage from a yogurt container with a clear top. Gently scoop the insect into the container and put on the lid. Let your child observe the insect for a while, and then let it go.

Week Two

Rainy day and nothing to do? Go on a treasure hunt and look for old crayons. Buy a crayon sharpener and put new points on all of the crayons. Store the crayons in a coffee can.

Week Three

Litter bag. Decorate a plastic or paper bag and put it in your car to prevent the temptation of throwing trash out the window or on the car floor. Let your child be responsible for emptying the bag after trips. Encourage her to recycle its contents if possible.

Week Four

Paper-mache. Create just about anything using paper-mache. Mix flour and water to the consistency of thin pancake batter. Dip strips of newspaper into this mixture and start creating. Create using layers of newspaper and allow time for drying between layers. This can be a fun, but messy, activity with your child.

August

Here are some ideas for reducing, reusing and recycling that are practical, money-saving and earth-friendly. Help your child be a good Wee Recycler this month by following one of these suggestions each week. Learn with your child as you discover new ways of doing things.

Week One

Cardboard tubes. Save your cardboard toilet paper tubes for making spy-glasses, binoculars, "tooters" and little people (draw on face, use twist ties for arms and color in clothes).

Week Two

Plastic or paper, which shopping bags are better for the environment? The best choice is a reusable bag. Make a reusable shopping bag with your child from scraps of heavy cloth. Put handles on it to make it easier to carry. Take it with you on shopping trips.

Week Three

Trash or treasures? Save scraps of paper, cardboard tubes, cloth, empty boxes, small containers, buttons, polystyrene trays, egg cartons, etc. and use these to create games and crafts on rainy days.

Week Four

Pretend to play "store" or "house." Collect a variety of clean, empty food packages. Use large cardboard boxes for counters and shelves. Let children set-up their "wares" and make pretend money from scrap paper. You can visit their store and practice buying and selling.

Wee Recyclers

Wee-kly Recycling Ideas

September

Here are some ideas for reducing, reusing and recycling that are practical, money-saving and earth-friendly. Help your child be a good Wee Recycler this month by following one of these suggestions each week. Learn with your child as you discover new ways of doing things.

Week One

My bag. Help your child make a sack or bag out of a leg from an old pair of pants. Stitch one end shut and sew a drawstring into the open end. Your child can use this for holding small toys or personal treasures.

Week Two

Use a lunch box and be cool. Get your friends to use lunch boxes too. Pack your food in reusable containers instead of waxed paper, sandwich bags, or aluminum foil. It will stay fresher and will not get "squished"!

Week Three

Household hazards. Look for the words Warning, Danger, Hazardous, Poison and Use Caution on household chemicals and cleaning compounds. Store these out of your child's reach. For older children, point out these warning words and tell them these things will hurt them. Buy vinegar and baking soda instead of strong cleaning compounds. They work nearly as well and are less toxic.

Week Four

Big, Bigger, Biggest. Cut paper toweling tubes into different lengths. Practice putting them in order from smallest to biggest. Use these to explain the terms big, bigger, biggest or small, smaller, smallest.

Wee Recyclers

October

Here are some ideas for reducing, reusing and recycling that are practical, money-saving and earth-friendly. Help your child be a good Wee Recycler this month by following one of these suggestions each week. Learn with your child as you discover new ways of doing things.

Week One

Cut a variety of shapes from polystyrene meat packing trays. Have your child use these to practice identifying and tracing shapes.

Week Two

Save your old clothes for a garage sale or give them to a charity. If they are ripped or torn and cannot be repaired, then use them for cleaning rags. Let your child help you cut off and save the buttons.

Week Three

Save your leaves. Let your child help you rake the leaves in the fall. Put some of the leaves around the plants in your yard to protect them from the cold. Mix some leaves with the soil in your garden to make it richer. While you are working together, look for brightly colored and different shaped leaves.

Week Four

Getting dressed. Save zippers, buckles, snaps, shoe lacings, buttons and buttonholes from old clothes and shoes. Sew these to a heavy piece of cloth in such a way that they can be manipulated by your child. Hang the cloth on a wall or over a chair and encourage your child to practice zipping, buckling, snapping, tieing and buttoning.

November

Here are some ideas for reducing, reusing and recycling that are practical, money-saving and earth-friendly. Help your child be a good Wee Recycler this month by following one of these suggestions each week. Learn with your child as you discover new ways of doing things.

Week One

Make a bird feeder with your child using a two-liter soda bottle. (Ask for the directions from your day care provider.) Hang it near a window and fill it with bird seed. Enjoy feeding and watching birds together all year.

Week Two

Make puzzles. Look through old magazines with your child and select interesting pictures. Glue these to light-weight cardboard and cut into puzzle pieces. Start with simple shapes and large pieces. Store each puzzle in a used cereal box.

Week Three

Inexpensive gift-wrap. Instead of buying new wrapping paper, wrap gifts for children in the funny pages from the Sunday paper. Use a brightly colored piece of yarn for a "ribbon".

Week Four

Holiday chains. Help your child make chains for decorating trees, windows and walls out of small strips of colorful scrap paper that are glued together and linked to each other.

December

Here are some ideas for reducing, reusing and recycling that are practical, money-saving and earth-friendly. Help your child be a good Wee Recycler this month by following one of these suggestions each week. Learn with your child as you discover new ways of doing things.

Week One

Snowflakes. Help your child decorate your windows using snowflakes made from scraps of paper. Select various sizes of used paper and fold each one into halves and then into thirds. Cut patterns and designs in the folded sections. Unfold and tape the snowflakes to your windows.

Week Two

Practice sequencing. Read the Sunday comics with your child and select a favorite comic strip or story. Cut this out and glue it to a piece of lightweight cardboard. Cut out each picture, turn it over and number it in order. Shuffle the pictures and let your child reassemble them and tell you the story.

Week Three

Holiday stocking stuffers. If your child has or is expected to receive battery operated toys this season, buy a small battery recharger and give her rechargeable batteries as a present. Rechargeable batteries cost more initially, but they can be reused many times. They will be cheaper than always buying new batteries and are better for the environment.

Week Four

Holiday treat for the birds. Don't throw your tree away after the holidays; extend its life by placing it outside for the birds. Decorate the tree with strings of popcorn, cranberries and raisins. Hang pine cones covered with peanut butter and rolled in bird seed or chunks of suet on the tree. Watch for and identify the birds that come to eat and find shelter in your old tree.

Wee Recyclers

PUBL-IE-124A 91

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Wee Reader

The can is now empty —

what to do? " Recycle it," says

brother Lou. What is it

made of? Do you know?

Into the recycle box it can go.

I am a Wee Recycler,

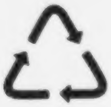
my name is Sue.

I live with my Mom, Dad ,

and brother Lou.

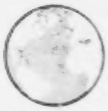
Follow along and
help me read this story.

Remember this picture



means recycle.

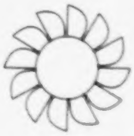
Recycling is easy, recycling

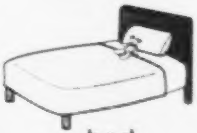
is fun. **I**t saves the  earth

for everyone. **I**f you want to

be helpful, then listen to Lou.

Recycle, recycle, that's what to do!

The  sun comes up,

we get out of  bed.

We wash our hands

and to the kitchen we head.

When Lou is thirsty,

he drinks a can of pop.

He gulps it all down,

doesn't leave a drop.

They're piling up quickly —

what to do? "♻ Recycle them,"

says brother Lou. **W**hat are

they made of? **D**o you know?

Into the ♻ recycle box they can go.

We go to the table

and take a seat.

Bananas and milk

are what we eat.

The can is now empty —

what to do? "♻ Recycle it,"

says brother Lou. **W**hat is

it made of? **D**o you know?

Into the ♻ recycle box it can go.

Dad comes in,

he looks very hungry.

He eats an orange,

toasted bread and jelly.

The milk bottle is empty —

what to do? "Recycle it,"

says brother Lou. What is

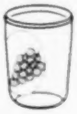
it made of? Do you know?

Into the recycle box it can go.

We get a newspaper every

day, Mom and Dad

never throw them away.

The jelly  jar is empty —

what to do? "Recycle it,"

says brother Lou. What is

it made of? Do you know?

Into the recycle box it can go.

It's time to feed

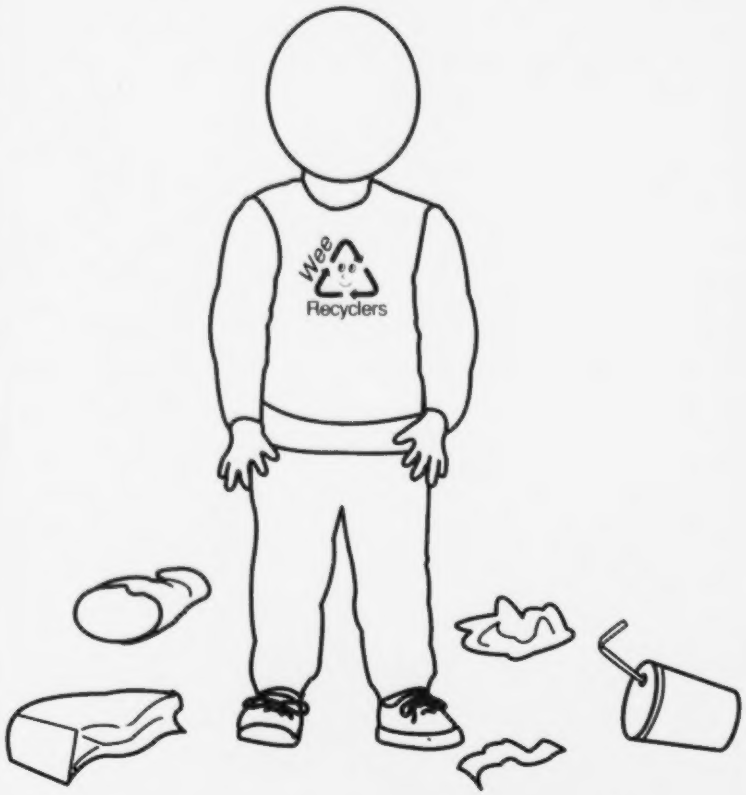
our pet dog, Sam.

I scoop his food

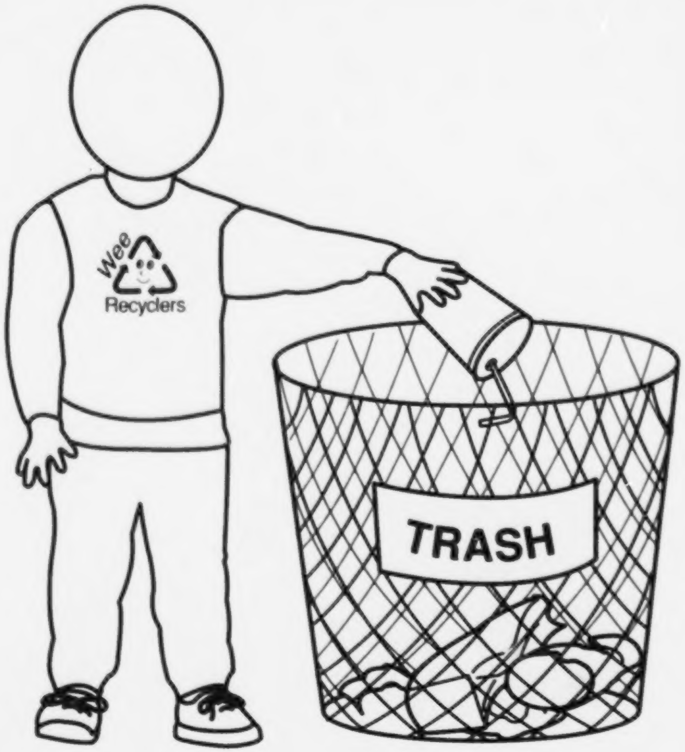
from a tin can.

Draw a face on each person.

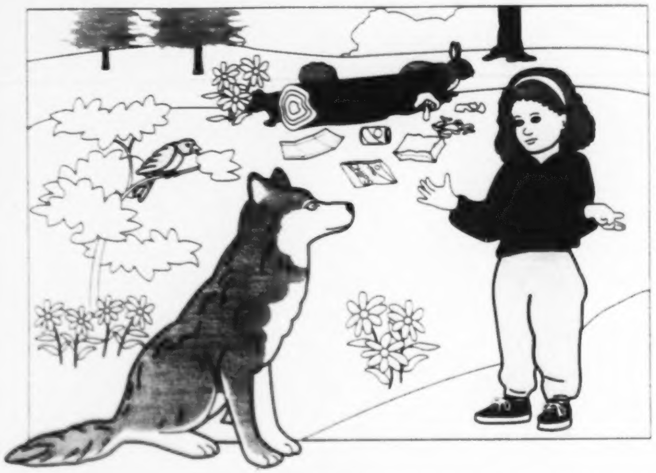
Litter makes Wee Recyclers sad.

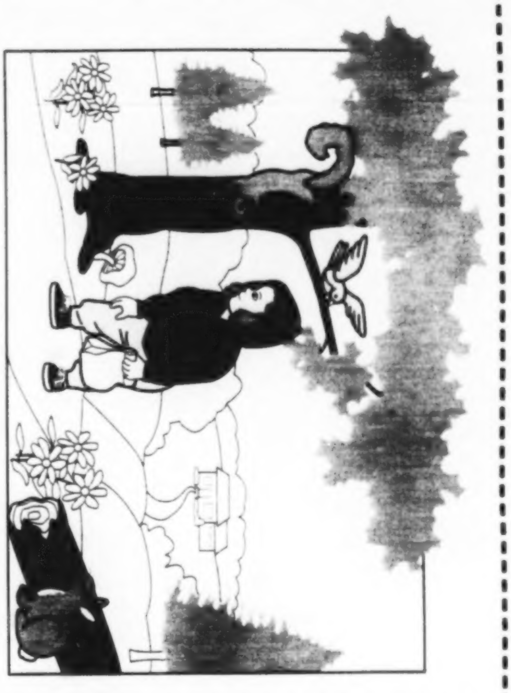

Wee
Recyclers

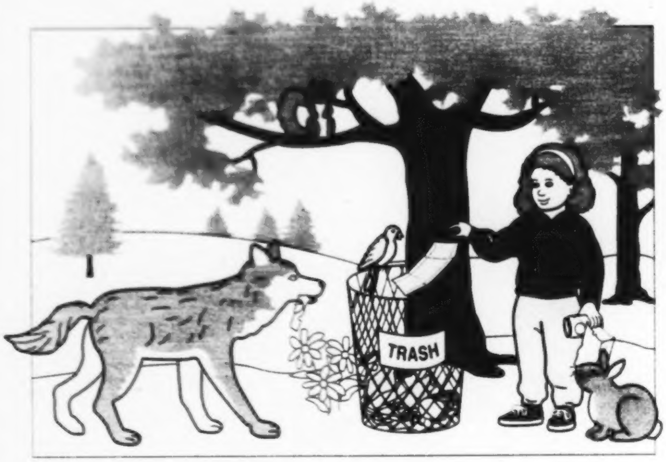
Wee Recyclers are happy to clean up.

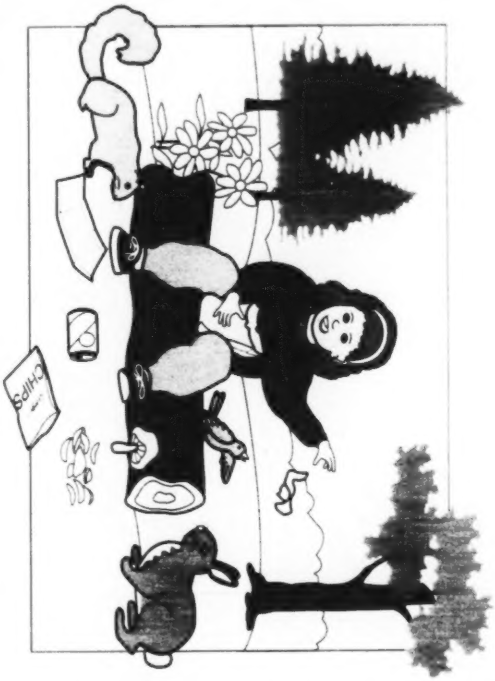

Wee
Recyclers
TRASH

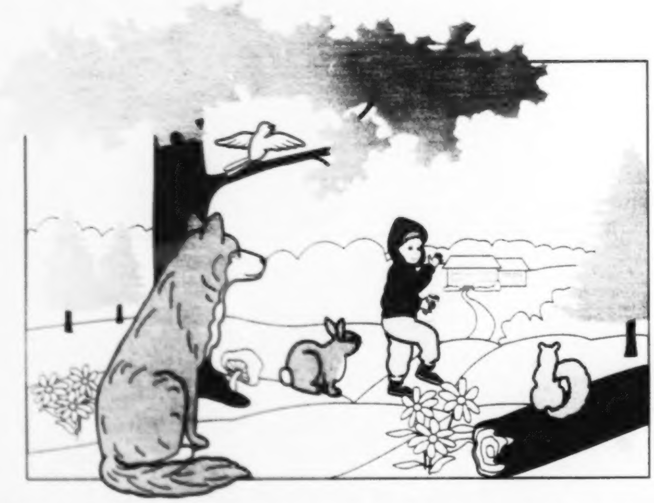
Wee ______________________________ helps keep the Earth clean.











Sequence and retell

1. Cut apart pictures. (Laminate to protect.)
2. Mix the cards up. Have children sequence and retell the story of Litter Red Riding Hood and the friendly wolf.

Nature Recycles

Here is a tree with its many parts.
It has leaves and branches, a trunk, roots and bark.

The leaves in the fall turn from bright green to brown.
As the weather turns cooler, they fall to the ground.

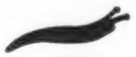
First one leaf will fall and then many more,
As leaves become leaf litter on the forest floor.

Who'll clean up this mess? What shall we do?
Here come nature's recyclers, nature's clean-up crew.

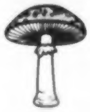
Why do they clean up this leaf litter mess?
'Cause dead leaves have nutrients that they like the best.

Nutrients are like food, found in things living and dead.
Without them nothing could grow and all life would end.

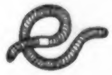
Let's meet nature's recyclers and see how they toil.
As they break down leaf litter and add nutrients to soil.



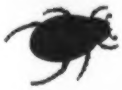
This is a slippery slug, a snail with no shell.
It cleans floors of gardens, lawns and forests as well.



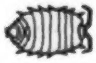
This is a mushroom, a plant that's not green.
It breaks down leaf litter and keeps the woods clean.



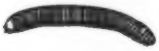
This is a worm. What does it do?
It digs under the leaves and chews them up too.



This is a beetle with a hard black shell.
It chomps all the leaves on the ground where they fell.



This is a sowbug that hides in the dark.
It munches on dead plants in your garden and park.



This is a millipede; try counting its feet.
It crunches up plants and keeps the ground neat.

So nature's recyclers, as they crunch, munch and chew,
Break leaves into pieces that become nutrients too.

Nutrients in the soil make trees big and strong.
They're sucked up by tree roots when spring comes along.

Nutrients are like food, and for trees they are good.
They help make new leaves, strong branches and wood.

And so, last year's brown leaf, that was part of the tree,
Was changed into food to make the new leaves you see.

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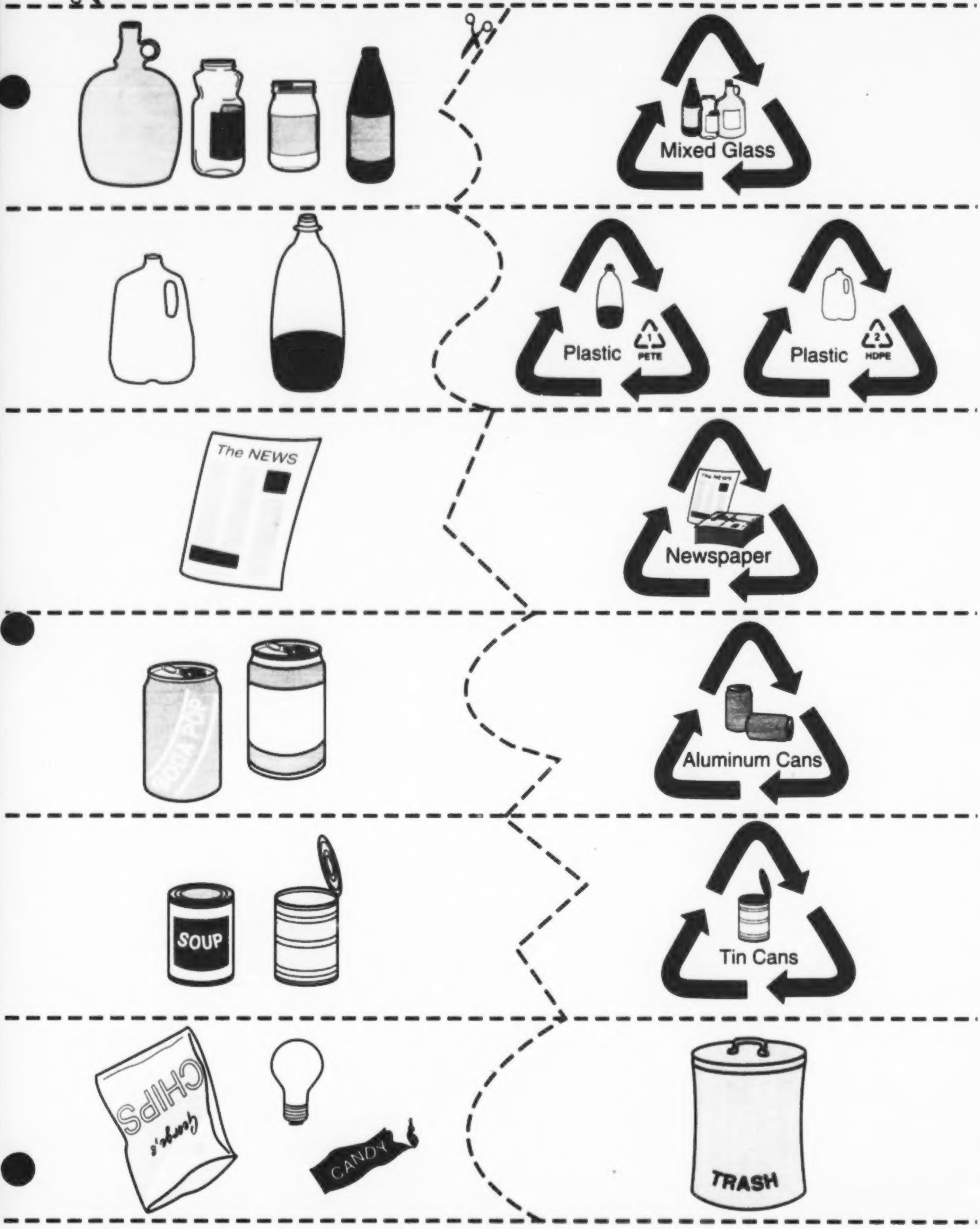
What can be recycled? Cut and match.


Mixed Glass
Plastic
1 PETE
Plastic
2 HDPE
The NEWS
Newspaper
POP
Aluminum Cans
SOUP
Tin Cans
CHIPS
George's
CANDY
TRASH

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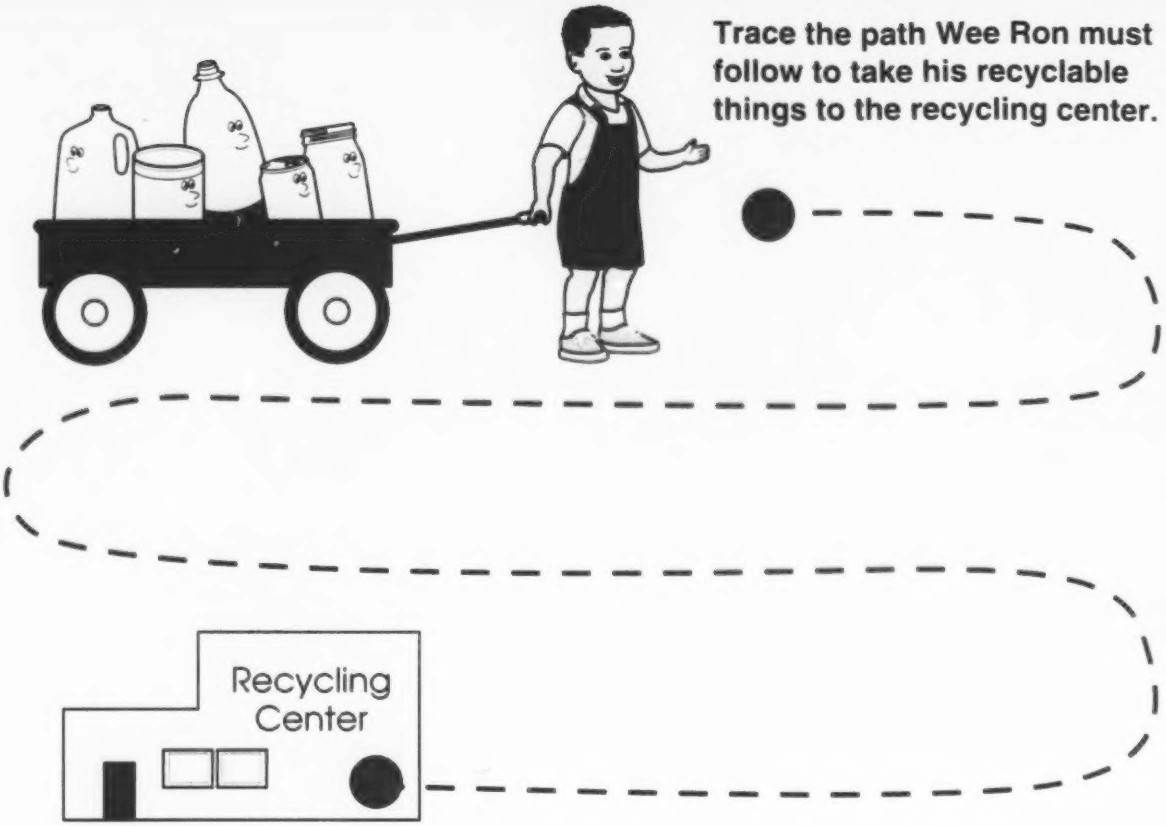
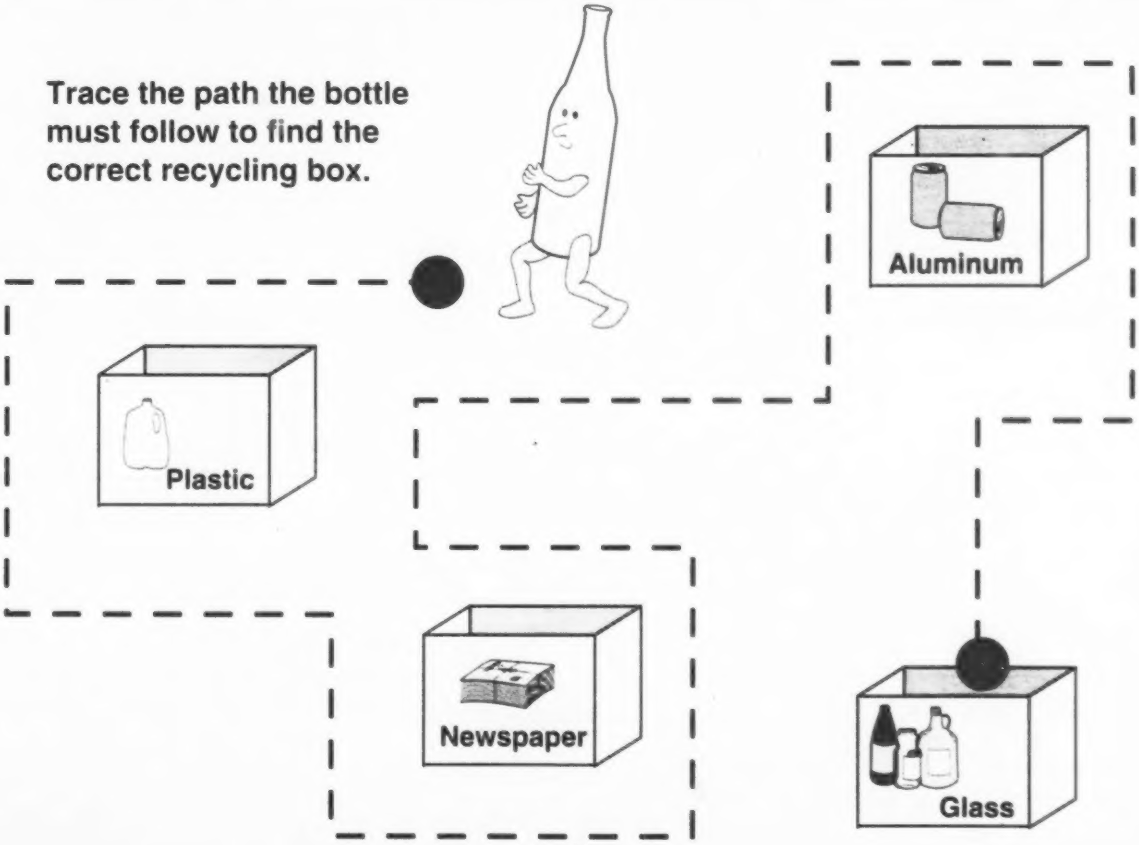
Trace the path Wee Ron must follow to take his recyclable things to the recycling center.


Recycling Center

Trace the path the bottle must follow to find the correct recycling box.


Aluminum
Plastic
Newspaper
Glass

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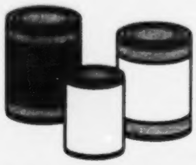
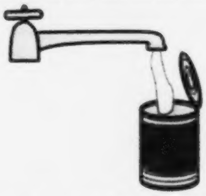
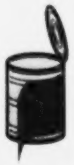
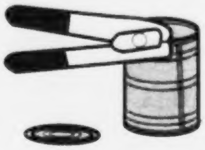
Cut, read and match

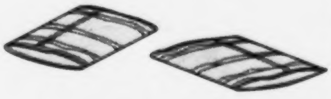
1. Tin cans	
2. Rinse	
3. Remove the label (if required)	
4. Open both ends	
5. Flatten	
6. Bag or box it	

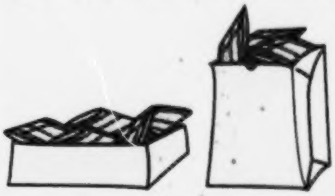




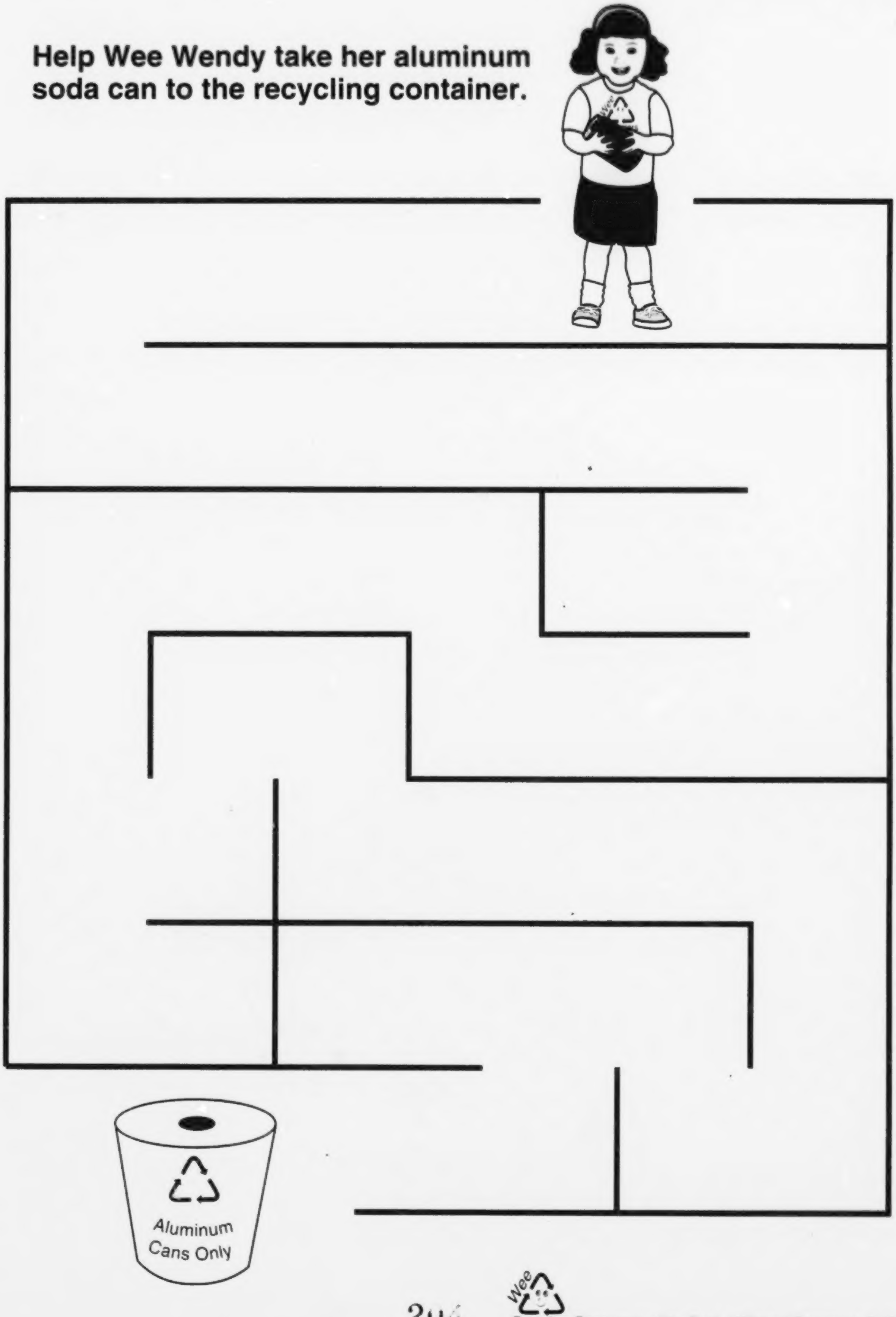








Help Wee Wendy take her aluminum soda can to the recycling container.


Wee
Aluminum Cans Only